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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of February 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Libyan intelligence agent is convicted of the Lockerbie bombing, and Polls indicate that Ariel Sharon is leading the Israeli election (February 1-2); CNN special report--a firsthand account of the conflict in the Middle East with a focus on youth of the region, Israelis go to the polls to elect a prime minister, Israelis choose Ariel Sharon as their new prime minister, the space shuttle takes off on a high pressure mission, and U.S. President Bush sends his tax cut plan to Congress (February 5-9); the public gets its first look at the human genome, federal appeals court rules against Napster, President Bush plans to modernize the U.S. military, congress questions television executives on the media's coverage of the 2000 U.S. presidential election, and President Bush plans to visit Mexico (February 12-16); Texas is the model for President Bush's educational testing plan, an FBI agent is accused of spying for Russia, Napster offers record labels a one billion dollar deal, investigators examine pardons granted by former President Clinton, (February 20-23); ten years have passed since the end of the Gulf War, President Bush's tax cut plan is becoming a test of his leadership ability, and President Bush presents his first budget to Congress (February 26-28). (AEF)

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CNN Newsroom Classroom Guides
February 2001

By: Turner Learning, Inc.

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CNN NEWSROOM Guide

February 01, 2001

Please note: Today's program is not closed-captioned. We apologize for any inconvenience.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:40...01:40

Top Story ... 05:50...07:30
-A Libyan intelligence agent is convicted of the Lockerbie bombing.
-Lockerbie residents respond to the verdict.

DAILY DESK ... 00:30...08:00

Science Desk ... 02:30...10:30
Teachers: This segment contains video that may disturb some students. Please preview. Dr. William Bass' work helps scientists improve their ability to identify victims of crime.

WORLDVIEW ... 00:40...11:10

Taking Care of Business ... 02:55...14:05
CNN's Melanie Arroyo looks at a popular Filipino retailer.

Inside Asia ... 03:05...17:10
An innovative Hong Kong charity turns trash into treasure.

Information Please ... 03:30...20:40
WWII U.S. Navy veteran Larry Tunks recovers the USS Perry.

NEWS CHRONICLE ... 00:30...21:10

Black History Month: Susan Taylor Profile ... 06:15...27:25
CNN NEWSROOM kicks off Black History Month with a profile of Susan Taylor.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Pan Am 103 Verdict

1. Describe the events surrounding the Lockerbie bombing incident. How many people were killed?

What two men were accused of the crime? Why was the trial held in the Netherlands? Who has been convicted of the bombing? What sentence did he receive?

2. How were the citizens of Lockerbie affected by the bombing? Why do you think Lockerbie's citizens are divided over the verdict? How did the bombing impact the families of the victims? How has the family of Abdel Baset Ali Mohmed Al-Megrahi reacted to the verdict? Why has it taken 12 years to resolve the case? Do you think this verdict puts to rest questions regarding who is responsible for the bombing? Why or why not?

3. How have U.S., British and Libyan leaders responded to the verdict? What are the political implications of the Scottish court's judgment? Do you think Libya should accept responsibility for this act and compensate the families of the deceased? If so, how should Libya make reparations? In your opinion, should Libyan leader Colonel Moammar Gadhafi assume responsibility? Explain.

4. Point out to students that, in 1992, the United Nations Security Council imposed sanctions on air travel and arms sales to Libya over Libya's refusal to hand the Lockerbie suspects over for trial in a Scottish court. However, these sanctions were suspended in 1999 after Libya handed over the two suspects for trial. Now that the trial is over, the U. N. Security Council will have to deal with the course of the sanctions.

   Direct students to multimedia resources, including the websites below, to learn more about the history of the Lockerbie bombing case and the impact of the U.N. sanctions against Libya. Then, divide your class into two groups to debate whether or not the U.N. should end its sanctions against Libya.

EXTENSION: In addition to the U.N. sanctions against Libya, the U.S. also has unilateral sanctions against the country. The U.S. sanctions include sanctions on international companies that invest in Libya, which were imposed in 1992, and other sanctions that predate the 1988 Lockerbie bombing. Have students research the history and impact of the U.S. sanctions and write position papers about whether or not these sanctions should be lifted. Have students share their papers and discuss.

LINKS:
http://www.cnn.com/2001/LAW/01/31/lockerbie.verdict.04/index.html
http://headlines.yahoo.com/Full_Coverage/World/Pan_Am_103_Lockerbie_Trial
http://www.cnn.com/2001/WORLD/meast/01/31/lockerbie.sanctions.egypt.reut/index.html
http://www.cnn.com/2001/US/01/31/lockerbie.us.policy.02/index.html
http://www.cnn.com/WORLD/africa/9906/11/us.libya.talks/
http://www.arabicnews.com/ansub/index.html
http://www.un.org/

EDITOR'S NOTE:
Lockerbie bombing
Libya
Moammar Gadhafi
sanctions

DAILY DESK

Science Desk: Dead Body Farm

1. What is studied at Dr. William Bass' laboratory? How is the information obtained through his lab used? What chemical changes does Dr. Bass track to ascertain the time of death? How does Dr. Bass feel about his profession? Do you think others placed in his situation would agree with him?

Explain.

2. Why do you think it is important to verify a person's time of death? What kind of mysteries do you think can be solved through this kind of investigation? What fields of science do you think would be involved in this kind of forensic work? Can you think of any current or past homicide cases where the time of death or DNA-related information made a difference in the verdict? Explain.

3. One of the indications forensic scientists look for in the deceased is the denaturing (unraveling) of DNA in the decedent's cells. The amount of denaturing is an accurate indicator of the time of death. You can have your students observe DNA denaturing in a different way using a fried egg demonstration. *Note: If you have a large class, you may want to videotape this simulation. Use a video camera with a zoom lens and situate it on a small tripod at least four feet away (to avoid grease from getting on the lens). Focus the camera on the center of the pan.*
   1. Place a frying pan on top of a lab-safe hot plate. Do not turn on the heat yet.
   2. Pour a small amount of cooking oil onto a clean sheet of paper towel.
   3. Rub the paper towel against the entire cooking surface of the pan.
   4. Carefully crack an egg and have it fall in the pan. The yoke needs to be intact after it falls into the pan.
   5. Wash your hands to remove any egg debris.
   6. Turn the heat setting on the hot plate to medium.
   7. Have your students observe the egg over the next five minutes. Have them draw what they see at each one minute interval.
   8. When the five minutes are up, have them label each drawing with what they believe was happening to the egg at that moment.
   9. Dispose of the egg in a sealed container and wash your hands again with soap and water.

   Explain to the students that an egg yoke is an unfertilized chicken embryo, a large, single-celled ball of protein. As the heat in the pan raised the temperature of the egg above 105 degrees Fahrenheit, the DNA containing protein in the yoke/cell began to unravel. This caused a change in consistency and color. Explain that this process would have happened at a much slower rate without the heat in the pan, but that the DNA would still have unraveled. Using this experiment as a model, have students predict the process that Dr. Bass' students would observe in his lab.

LINKS:
http://library.thinkquest.org/17049/gather/cgi-bin/redirect.cgi?/00Index
http://www.umanitoba.ca/counselling/forensic.html
http://www.state.ar.us/crimelab/
http://www.upenn.edu/gazette/0900/0900pro1.html

EDITOR'S NOTE:
forensics
DNA
time of death

WORLDVIEW

Taking Care of Business: Anonymous Arroyo

1. What is the political and economic status of the Philippines? Why is this nation in crisis? How is this crisis impacting the Filipino retail industry? Why is the Ocampos' business, Anonymous, thriving despite the Philippines' bleak economy? Why does dropping brand names allow the Ocampos to sell their products at cheaper prices?

2. Why is brand name recognition important to manufacturers and consumers? To what extent do

brand names influence your decision to purchase specific products? Do you think the Anonymous stores would do well in your country? Why or why not?

3. In this segment we learn that, despite lean economic times in the Philippines, the Anonymous stores are thriving. Ask students to find out more about businesses that endure tough economic times, and how they survive. Working in groups, have students consult the Internet and local businesses to learn how businesses adapt and cut costs to survive. Share group findings. Discuss: What is overhead? What costs constitute overhead? In lean economic times, what costs are the first to be cut, and why?

LINKS:
http://asia.dailynews.yahoo.com/headlines/regional/philippines.html
http://www.bartleby.com/65/ma/marketin.html
http://www.cnnsi.com/golf/news/1998/11/11/callaway_shakeup/
http://www.newstimes.com/archive97/feb0197/bza.htm

Inside Asia: Hong Kong Charity

1. What is Crossroads? Who started this charity? When and why was it established? Why do you think the charity is called Crossroads? How does Crossroads differ from other charities? How have recipients benefited from Crossroads? What factors have contributed to the success and growth of this charity? Why do you think individuals, businesses and the government of Hong Kong have donated time and resources to Crossroads?

2. Send students on an Internet scavenger hunt to identify as many charities, and their activities, as possible within a set amount of time. Write down your students' responses on the board and discuss how individuals and societies might be affected if these organizations and their volunteers did not exist.

3. Have students learn about opportunities for kids to help the disadvantaged in their communities. Have students explore opportunities that exist through schools, civic organizations and churches. Help your students combine their information to create a list of community service opportunities for students at your school.

LINKS:
http://www.cnn.com/ALLPOLITICS/1997/gen/events/volunteerism/webwatch/
http://www.redcross.org/index.shtml

Information Please: Sunken Ship

1. Where is the USS Perry located? Who is Larry Tunks? Why did Mr. Tunks return to Anguar to rescue the USS Perry? Why do you think this project meant so much to Mr. Tunks?

2. Have students share what they know about WWII and the conflicts in the Pacific. If necessary, refer students to library resources to learn about America's involvement in the "Pacific Theater" and the sacrifices that were made by military personnel.

   Then, point out to your class that eight men died during the sinking of the USS Perry, and the discovery of their remains could pose a dilemma for the U.S. Navy: what to do with their remains. Some believe that divers should be allowed on the wreck, but that it should be treated with the same respect as a cemetery. Until now, the U.S. Navy has never recovered remains from sunken ships. What do you think the U.S. Navy should do? Have students consider the views of the family members of the deceased. How should these men be memorialized?

LINKS:

http://www.fishnfins.com/perry.html
http://starbulletin.com/2000/05/25/news/story2.html

EDITOR'S NOTE:
Philippines
retail industry
brand name recognition
charity
USS Perry
Anguar

NEWS CHRONICLE

Black History Month: Susan Taylor Profile

1. Who is Susan Taylor? Where did Ms. Taylor grow up? What is her role at Essence magazine? What are some of her other professional accomplishments? How would you describe Ms. Taylor's philosophy on life? How did she develop this philosophy?

2. What is a role model? Why are they important? Who are some of Ms. Taylor's role models? Who are your role models? To what extent do you think race influences a person's choice of role models? In the video, Ms. Taylor identifies Queen Latifah, Toni Morrison, Alice Walker, and Katharine Graham as fine role models for teenage girls. Direct each student to library resources and the last three links below to learn about a noted African-American woman. Have each student write a biography of this person, and explain why she would make a good role model.

3. Have students work in groups to learn more about African-American culture in the U.S. and the role of African-American women in the formation of that culture. Have groups share their findings. Discuss: How and why has the role of African-American women changed in recent years? What new opportunities and challenges exist for African-American women? To what extent have Ms. Taylor and other noted African-American women influenced these societal changes?

4. In the video, Ms. Taylor states that, "There is a long and rich history of women who forged this country. It wasn't all done by men. Men are the historians...and whoever gets to write the story gets to tell it." Discuss the meaning of this statement. Then, direct students to public and school libraries and used bookstores to locate U.S. history texts that were published during the last sixty years. Have groups of students select different periods in U.S. history, such as the emancipation of the slaves, World War II and the Civil Rights Movement. Ask students to analyze the presentation of the subject matter to determine if it is racially or gender biased, and if so, why these biases exist. After groups present their findings, challenge each student to rewrite a biased section of text, so that it incorporates the African-American perspective and experience.

5. Have students consult the video and the Internet to learn more about Susan Taylor and her rise to the top of Essence magazine. How has she made history for both women and African Americans? Ask students to consider the obstacles she encountered along the way. Then share the following statement by Ms. Taylor, "We are here to learn that pain provides our greatest opportunities for us to grow in wisdom and understanding...When we understand that, then we can both alleviate pain and use pain to be more effective in the world." To what extent do these words reflect Ms. Taylor's own life experiences? Have students write journal entries that describe a difficult time in their lives, how they coped with their pain, the lessons that they learned, and if their experiences made them stronger.

   EXTENSION: As we learn in the video, Ms. Taylor has many words of wisdom. Refer students to the second website below to select one of Susan Taylor's quotes. Instruct each student to write an essay that explores the meaning of the quote and how Ms. Taylor's message applies to his/her life. Have students share their essays and discuss.

LINKS:
http://www.detnews.com/menu/stories/26415.htm
http://www.bemorecreative.com/one/917.htm
http://www.essence.com/
http://www.distinguishedwomen.com/index.html
http://www.distinguishedwomen.com/subject/BlackHist.html
http://www.peoplespot.com/features/womenworldleaders.htm

EDITOR'S NOTE:
Susan Taylor
Essence magazine
role model
African American

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CNN NEWSROOM Guide

February 02, 2001

Tune in to CNN NEWSROOM on Monday for an in-depth look at the Israeli elections and how violence is affeceting the lives of Israelis and Palestinians.

Please note: Today's program is not closed-captioned.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 00:40...01:30

Top Story ... 08:10...09:40
Polls indicate that Ariel Sharon is leading in the Israeli election.
-Many Egyptians are losing faith in the peace process.

Look Ahead ... 00:20...10:00
Feb. 5th: Jason's Journal

DAILY DESK ... 00:20...10:20

Editor's Desk ... 03:05...13:25
Women's television roles take on more depth and significance.

WORLDVIEW ... 00:30...13:55

Culture Watch ... 05:00...18:55
African masks are cultural treasures and valued commodities.

World of Science: Germany Mummies ... 02:00...20:55
An art exhibit compares the anatomy of a human and a horse.

Artistry in Action ... 03:20...24:15
A new play in English causes controversy in France.

NEWS CHRONICLE ... 00:25...24:40

Comfort Foods ... 02:45...27:25
One noted food critic thinks upscale restaurants should not serve "comfort food."

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Israel Election

1. What Israeli election is taking place on February 6? What events forced this special election? What is the role of Israel's prime minister? Why is this election significant?

2. Have students share what they know about the history and status of the current conflict between Israel and Palestine. What is the status of the peace process? How has Mr. Barak influenced the direction of the Israeli-Palestinian peace process? In your opinion, is there a foundation for a "real and genuine" peace between Israel and Palestine? Why or why not?

3. Who are the primary candidates in the Israeli election, and what political parties do they represent? How do Mr. Barak's and Mr. Sharon's political views, principles for peace, and campaign strategies differ? To which segments of Israel's population does each candidate appeal? Why do analysts believe that Mr. Sharon is ahead in the polls?

4. Point out to students that the person the Israelis choose may well determine not just the direction of their government, but also the direction of the Mideast peace process. As a class, examine the potential impact that each candidate might have on Israel's government and the peace process. What challenges lie ahead for Israel's new prime minister?

   What is the Knesset? Inform students that, according to analysts, "Regardless of who wins, Israel's prime minister must find a way to work with a fractured Knesset." Direct students to the last link below to learn more about Israel's government, and the recent history and current status of the Knesset. What challenges will the Knesset pose for the new prime minister? Which candidate do you think is best suited to meet these challenges? Why?

5. Using a map of the Middle East, have students identify the Arab nations and their proximity to Israel. Then, have students research the 1967 Six Day War and its impact on Syria, Jordan, Egypt, and the Palestinians living in occupied territories. How did this event influence the course of relations between Israel and its Arab neighbors? Have students create a timeline that depicts the significant events that have contributed to the region's political instability, as well as the measures that were taken to secure lasting peace. After students present their findings, ask: What is the status of Egyptian and Israeli relations? How do Egyptians feel about the Israeli elections? Why do many Egyptians support the Palestinians? Why, despite Egypt's anti-Israeli posturing and rhetoric, are Egyptian officials pursuing the peace process?

6. Why are many Israelis planning to stay away from the polls or file blank protest ballots? Do you think these actions will alleviate their despair? Why or why not? What might be the consequences of these actions? Do you think it is important for all Israelis to vote? Why or why not? Have students consider the impact of low voter turnout on Israel's political system, the future of Israel, and the Mideast peace process. Challenge student groups to draw upon their knowledge of the Israeli elections to develop strategies to increase voter turnout. Have students share their ideas and discuss the feasibility of each strategy.

LINKS:
http://www.cnn.com/SPECIALS/2000/israeli.elections/
http://www.cnn.com/2001/WORLD/meast/02/01/mideast.02/index.html
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.cnn.com/interactive/specials/0007/mideast.issue/frameset.exclude.html
http://www.state.gov/www/regions/nea/peace_process.html
http://www.knesset.gov.il/index.html

EDITOR'S NOTE:
Israeli election
Ariel Sharon
Ehud Barak
Palestinians
Egypt
Arab
voter turnout

DAILY DESK

Editor's Desk: Women in Drama

1. Who are Sela Ward and Kathleen Quinlan? What changes in women's television roles have they each observed in recent years? What does Ms. Quinlan mean when she says today's roles for women are "women who possess intelligence and take action...not sort of the appendage to the male actor"?

2. Although women have been present on prime time television, why haven't their roles carried major programs until now? What program "led the way" and demonstrated the presence of a "woman's audience"? What other programs with women's lead roles garner high ratings?

3. Assist your students in conducting research to create a timeline of contemporary women's history in the U.S. Discuss how women's societal roles have changed, and the significant contributions made by women in the arts, sciences, education, and politics, among other fields. Then ask students to describe television programs and movies with strong female characters that have made an impression on them. Would these dramatic roles have existed for women in years past? Why do students think these characters have been so readily accepted by modern audiences? Discuss.

LINKS:
http://www.vqt.org/index.htm
http://www.emmys.tv/
http://users.groovy.gr/~ekar/actors.html
http://www.awrtla.org/

EDITOR'S NOTE:
women in drama

television actresses

WORLDVIEW

Culture Watch: African Masks

1. What factor defines an African mask? Why are masks important to traditional African culture? What do they reveal about their country and culture of origin? Give an example. Which 20th century painters were influenced by African masks? Why are African masks valued by art collectors? How is the tourist market affecting the value and availability of African masks?

2. Refer each student to library and online resources, including the websites below, to prepare a presentation about a type of African mask. Instruct students to identify the origin and cultural significance of the different masks. Following the presentations, help students make their own

masks. Refer to your local library and the last website below for instructions about how to make masks. You may want students to create a play or dance that is based upon the use of the masks.

LINKS:
http://www.harlemm.com/nokbeta/exhibit/artistry/slides/slide.html
http://www.lib.virginia.edu/dic/exhib/93.ray.aa/African.html
http://www.kidsart.com/IS/401.html
http://members.aol.com/TWard64340/Africa.htm#Mask

World of Science: Germany Mummies

1. What is the subject of the "Horse and Rider" art exhibit? Why did professor Gunther Von Hagens create this exhibit? Why is the exhibit controversial? What are the similarities between the mummified human and the mummified horse? Do you think Dr. Von Hagens' exhibit should be categorized as science or art? Explain.

2. Use this segment to introduce your students to the study of anatomy. Divide your class into two groups. Refer students to the links below to prepare presentations about the anatomy of either a human or a horse. Instruct students to create charts that illustrate the human and horse anatomy. After each group presents its findings, have students compare and contrast different facets of human and horse anatomy, such as the:
    1. Brain
    2. Circulatory System
    3. Digestive System
    4. Ears
    5. Eyes
    6. Gastrointestinal System
    7. Heart
    8. Muscular System
    9. Nervous System
    10. Nose
    11. Reproductive System
    12. Respiratory System
    13. Skeletal System.

LINKS:
http://library.thinkquest.org/10348/
http://www.geocities.com/Heartland/Estates/6358/anatomy.html
http://www.upperegypt.com/vet_services/horse_anatomy/horse_anatomy.htm
http://www.med.umich.edu/anatomy/plastinate/
http://www.harcourthealth.com/communities/Veterinary/hcomv_link.html
http://www.harcourt.com/dictionary/

Artistry in Action: Franglais Play

1. What is the topic of the play that is mentioned in the video? Why is this play controversial? Do you think the criticisms about the play are warranted? Why or why not? Do you think French students should be exposed to the play? Why or why not?

2. Have students discuss the different ways that the English language has permeated the culture of non-English speaking countries. How and why has this occurred? Have students consider the impact of air travel, television, radio, free market enterprise and the Internet.

3. What are some of the things that define French culture? Point out to students that the French have an Académie to preserve their language and a well-funded Ministry of Culture to preserve the French way of life. Have students write essays supporting or opposing the institution of such

agencies in England or the United States.

EXTENSION: In addition to English culture, American culture is also impacting non-English speaking nations. To help students learn about Americanization and its impact on non-American cultural integrity, check out the following HighWired.com lesson plan at: http://www.highwired.com/Classroom/Project/0,2069,23713-68099,00.html

LINKS:
http://www.france.com/culture/
http://www.utm.edu/departments/french/french.html
http://www.cnn.com/2000/WORLD/europe/france/11/09/franglais/index.html

EDITOR'S NOTE:
anatomy
horse
human
art
Franglais
English
Americanization
masks

NEWS CHRONICLE

Comfort Foods

1. What are "comfort foods"? Who is William Grimes? Why is he opposed to upscale restaurants serving comfort food? Why do you think people might be offended by Mr. Grimes' comments? Do you agree with Mr. Grimes? Why or why not?

2. According to the authors of the "Comfort Food Cookbooks," comfort foods can be defined as foods that "warm the body and soul, and connect us with memories of special people, places, and times." What are your favorite comfort foods? Why?

3. Point out to students that traditional comfort foods like macaroni and cheese, mashed potatoes, and cookies are high in calories and fat. Refer students to multimedia resources, including cookbooks and the links below, to find low fat recipes for traditional comfort foods. Then, have each group select a comfort food and prepare both traditional and modified versions of the dish. Have each group conduct a blind taste test with the rest of the class to determine whether students can tell the difference between the traditional and modified dishes, and which of the two recipes tastes the best.

EXTENSION: Inform students that nonfood-related industries are capitalizing on the popularity of comfort foods. Then ask: Can you think of products that have comfort food scents? These products include face creams, perfumes, cleansers, lip ointments and deodorants. Do you own any of these products? If so, did the smell or taste of the product influence your decision to buy it? Why or why not?

LINKS:
http://www.cnn.com/2000/FOOD/news/09/21/comfort.foods/index.html
http://www.cnn.com/FOOD/news/9905/24/jeanne.jones/
http://www.nytimes.com/2001/01/28/living/28FRUI.html

EDITOR'S NOTE:
comfort food

critic
restaurants

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CNN NEWSROOM Guide

February 05, 2001

Welcome to "Jason's Journal," a personal chronicle of a region in turmoil. This special report by CNN NEWSROOM's Jason Bellini offers his firsthand account of the conflict in the Middle East, with a focus on the youth of the region.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

SPECIAL REPORT ... 00:20...00:40

Israel Elections ... 01:10...01:50
Israeli voters head to the polls tomorrow to elect a new prime minister.

Jason's Journal: Aviv & Mohammad ... 06:40...08:30
-An Israeli soldier explains his role.
-A young Palestinian stone thrower makes his views known.

Voices: Reporters ... 00:25...08:55
CNN's Mike Hanna offers his thoughts on what is happening in the Middle East.

Mideast Conflict History ... 04:25...13:20
Conflict has always been part of modern Middle East history.

Jason's Journal: Settlers and Refugees ... 06:50...20:10
-Jewish settlers adapt to life surrounded by violence.
-Palestinians cling to hope of returning to a homeland.

Voices: Kids ... 00:40...20:50
Can an Israeli and a Palestinian be friends?

Jason's Journal: Neve Shalom / Seeds of Peace ... 06:50...27:40
-Palestinians and Israelis live side-by-side in Neve Shalom.
-The Seeds of Peace Camp promotes harmony and friendship.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Israel Elections

1. What do current polls reveal about the race for Israel's prime minister? Who is the current prime

minister? How has his strategy for dealing with the Palestinians impacted him politically?

2. Who is Ariel Sharon? What did he do last September that led to violent protests by Palestinians? What is the current status of the peace process? What two issues are the biggest hurdles to peace?

3. What issues are the driving force in this election? Where do the candidates stand on these issues? Have your students work in groups to research Israel's upcoming election and share their findings. Have each group prepare a script for a political ad that might appear on Israeli television that highlights the accomplishments of either Ehud Barak or Ariel Sharon, and explains why that person is the better choice to lead Israel.

LINKS:
http://www.cnn.com/SPECIALS/2000/israeli.elections/
http://www.cnn.com/2001/WORLD/meast/02/02/schneider.debrief/

Jason's Journal: Aviv & Mohammad

1. What does Aviv Derteleh do to serve his country? How does he think that others perceive Israeli soldiers? What does he believe others think about the Israeli soldiers' use of force? What images has Aviv seen? Does he think Israeli soldiers are fairly judged? Explain.

2. According to Aviv, why do he and his colleagues sometimes use their weapons during demonstrations? What other threats to his personal safety does Aviv face daily? What is his mission? Besides his work as a soldier, what else does Aviv do? Upon what (or whom) does he say his life centers? Why?

3. Who is Mohammad al-Wahidy? When was he shot? What was he doing at the time? What happened to him when he was 15 years old? In spite of these two injuries, why does he continue to throw rocks at Israeli troops?

4. Where does Mohammad live? Why does he want the Israelis to leave? Why does he believe that "fighting is the only solution" his people have? What is in store for Mohammad's future? Why do you think he is so uncertain about what lies ahead?

5. Point out to students that young Israeli men and women are required to dedicate a portion of their lives to their country's military. The men are required to serve for three years, the women, two. Is this service widely accepted among Israelis? Have students work in groups to learn more about Israel and its military, and share their findings. One website that solicits funding and support for Israeli soldiers states that, "The IDF [Israeli Defense Force] is more than just an army. It's a microcosm of Israeli society." Based on their findings, do students agree with this quote? Why is the military such an integral part of life in Israel? Would students support or oppose a similar approach to national service in their country? Discuss.

6. In this segment, we hear Mohammad al-Wahidy say, "This is what jihad is all about, that we do not fear death." What is the meaning of jihad? Have your students research this term and share their findings. Discuss the reasons why many in the Middle East see this struggle as a "holy war," and why they, like Mohammad, "do not fear death."

7. Ask students: What did you learn about the perspectives of the Israeli soldier and the Palestinian rock thrower that you may not have realized before? Then challenge each student to assume the role of one of these two individuals and write a letter to the other, explaining why he does what he does, and what he would like the other person to understand about him. Share student letters and discuss.

LINKS:
http://www.idf.il/
http://www.libi-fund.org.il/
http://encarta.msn.com/index/conciseindex/B2/0B2ED000.htm

http://www.intifadaonline.com/palestine.html
http://www.arabicnews.com/ansub/Daily/Day/000912/2000091232.html

Mideast Conflict History

1. What action regarding the Middle East did the U.N. General Assembly take on November 29, 1947? Why did Israelis and Palestinians begin fighting each other? What agreement, almost 50 years later, gave hope for an end to this conflict?

2. What did each side agree to in the Oslo Accords? What aspects of the other's "historic pain and suffering" did each side acknowledge? In spite of this understanding, what basic claims remain unresolved? What "painful issues" that date back to 1948 remain at the heart of the Middle East conflict?

3. To help students understand the history of the Middle East conflict, have them consult the first website below, the CNN In-depth site on the Middle East, and examine the changes in the map of the region from 1920 to the present. Refer back to the maps as your students study the conflict, pointing out those places most often cited in news, such as the West Bank, Gaza, and Jerusalem.

4. The city of Jerusalem is another site that is divided between Israelis and Arabs. The fate of Jerusalem is a major issue in the peace process. Both Israelis and Arabs (and Christians) claim it as a holy place. To introduce your students to the conflict in Jerusalem, you may want to consider **HighWired.com's** class project "What's Happening in Jerusalem." For information and instructions on the project, go to http://www.highwired.com/Classroom/Project/0,2069,1753-63696,00.html.

5. In this segment, we hear Rabbi Yisrael Meir Lau speak of "a long battle for the independence of the state of Israel." Palestinian Cabinet Minister Hassan Asfour talks about a "Palestinian nation in their [Israel's] homeland." What attempts have been made to allow for the existence of both sovereign states? Have students work in groups to research the agreements designed to insure security for the Jewish independent state, Israel, while allowing for a Palestinian state as well. Have groups concentrate their efforts on U.N. Resolutions 242 and 338, the Oslo Accords, and the Wye Accords. Direct each group to analyze the major points of each agreement, and present its findings in a chart or other graphic form. Discuss the reasons why these agreements have not brought about a lasting peace in the Middle East.

LINKS:
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.mideastweb.org/history.htm
http://www.historyguy.com/arab_israeli_wars.html
http://www.wcco.com/news/stories/news-961225-112253.html
http://go.hrw.com/atlas/norm_htm/israel.htm

Jason's Journal: Settlers and Refugees

1. Where do Shoshanna and her family live? How would you describe their lifestyle? Why did Shoshanna and her family settle in Psagot? What threats to their personal safety do they face?

2. What does Shoshanna's son Matteo think of the threats to his life? Does he have any desire to meet any of the kids who live "down there" in the Palestinian section? Why do you think he is not interested in meeting them? Would you be? Explain.

3. How is Diyan and Iman Daoud's life similar to yours? How is it different? Where do they live? Why do they consider themselves refugees?

4. Where did Halet Daoud's father live? How does the story of the villages where the elders once lived fuel the hopes of the young people in this camp? How are these stories perpetuated? Why is it likely

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that these refugees will never return to their grandparents' villages?

5. Generate a class discussion about the families in this segment. Why does each dream of a better life? What serious challenges do these families face in their daily lives? Ask students to consider whether there are alternatives for each family. Putting themselves in the places of each family, what choices might students make to change their situations? What consequences could each of these choices have? To what extent is each family's quality of life determined by the family?

6. Direct your students to examine the situation in the Occupied Territories. Assist them in consulting the Internet and other resources to learn more about the history of the lands known as the Occupied Territories. Both Israelis and Palestinians claim they have the right to these lands. What is the basis for each of their claims? Share student findings and discuss.

LINKS:
http://www.idf.il/english/news/background_20nov00.stm
http://www.intifada.com/
http://www.latimes.com/news/nation/updates/lat_settle001004.htm
http://www.fmep.org/reports/2000/v10n6.html

Jason's Journal: Neve Shalom / Seeds of Peace

1. Where do Naomi and Rene live? What is life like in Neve Shalom? Why are Naomi and Rene used to questions about their friendship? Why do you think Neve Shalom is held up as an example to many?

2. Are Rene and Naomi interested in politics? Explain. Why do you think, as Rene says, "The whole idea of this village is not to pay attention to politics"? Do you think politics would enhance or destroy her friendship with Naomi? Explain.

3. Where is the Seeds of Peace Camp? What is the purpose of this camp? How did the camp help to eradicate some of the stereotypes the teenagers had of each other?

4. Where does Michal live? How did she plan to keep in touch with her new Palestinian friends? What event changed her thinking about Palestinians? What is an intifada? Why do you think it had such a profound effect on Michal?

5. Where do Tamer and his friends live? How has Tamer's camp experience affected his view of the violence in Hebron? How did the intifada make Ariel think about his experience at Seeds of Peace? Do you think Michal, Tamer and Ariel each benefited from the camp experience? Why or why not?

6. In the video we hear that the Seeds of Peace Camp taught these young people that they have things in common, and that they can be friends. Point out to students that sometimes people resist friendships with those who may be different or have different views. Promote an atmosphere of tolerance and friendship in your classroom by asking each student to begin a class with a positive comment about another student in the classroom. On a regular basis, recognize those students who make an extra effort to include others and promote harmony in your school.

7. Inform students that Yitzhak Rabin, Israel's first native-born prime minister and one of the chief architects of the peace process, was assassinated in November, 1995. Point out that, in his last speech, Mr. Rabin said, "I have always believed that the majority of the people want peace and are ready to take risks for peace." Discuss what Mr. Rabin meant when he spoke of the "risks for peace." Then, divide your class into groups. Have each group choose a world leader who has been an architect for peace and conduct research to learn more about his/her life and contributions to peace. Direct each group to create a written profile of this peacemaker. Discuss the risks each faced in trying to make the world a safer, more tranquil place. Challenge your students to think of ways that they and other young people can follow the examples of these peacemakers in their own

communities.

LINKS:
http://www.fmep.org/info.html
http://www.mepc.org/
http://www.cnn.com/WORLD/9511/rabin/funeral_transcript/
http://www.ariga.com/peacebiz/rabin/lastrabn.htm

EDITOR'S NOTE:
Ehud Barak
Ariel Sharon
Israel
Palestine
jihad
Oslo Accords
Jerusalem
refugee

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CNN NEWSROOM Guide

February 06, 2001

Tune into CNN NEWSROOM on Feb. 8 for a report from South Africa, as the CNN Student Bureau looks at a program allowing children to use cameras to record their world.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:20...02:00

Top Story ... 08:15...10:15
-Israelis go to the polls today to elect a prime minister.
-CNN's Christiane Amanpour profiles Ehud Barak and Ariel Sharon.

DAILY DESK ... 00:20...10:35

Health Desk ... 03:45...14:20
A banned dietary supplement may cause severe illness and death.

WORLDVIEW ... 00:40...15:00

Around the World ... 02:00...17:00
Stone therapy is the latest in relaxation techniques.

Metro Stress Relief ... 02:00...19:00
Paris officials provide a stress-reliever for tired commuters.

American Voices: Alder Allensworth ... 05:30...24:30
One woman's personal journey becomes a lesson in determination.

NEWS CHRONICLE ... 00:30...25:00

Teen Driving Laws ... 02:10...27:10
Georgia's governor leads the push for tougher teen driving laws.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Israel Decides

1. What are polls indicating about today's election for prime minister in Israel? Who is the incumbent?

How could the outcome of this election have an effect on the Mideast peace process?

2. When was Ehud Barak elected Israel's prime minister? Why is he now thought of as "a bad politician"? With whom had he tried to negotiate peace? What concessions did he offer? How did the Israeli public react to the intifada? Why do you think Barak has suffered politically as a result?

3. Why are both the left and right wings of Israeli politics unhappy with the peace process? What are the feelings of Barak's core constituency? Why does it appear that many of them will not support him?

4. Who is Ariel Sharon? Why is he "alternately reviled and revered" among Israelis? What demographic factors favor his chances for election? What kind of image of himself is Sharon portraying in the media? Why do you think he is taking this approach?

5. What actions by Ariel Sharon give us an insight into his view of the Palestinians? What does he think of Yasser Arafat? What action by Sharon is seen as the catalyst for the most recent wave of violence? What is Sharon's position on the status of Jerusalem? In the video we hear that "Sharon's enemies doubt the old hawk has really transformed himself into a dove." Politically speaking, what are "hawks" and "doves"? Do you think it is possible for Ariel Sharon to have undergone a political makeover? Explain.

6. Refer students back to yesterday's CNN NEWSROOM, the Special Report by Jason Bellini on the Middle East. Ask: How might some of the individuals seen in yesterday's program vote in today's election? After a brief discussion, have students conduct research to learn more about Ehud Barak and Ariel Sharon, and their political agendas. Then, ask each student to assume the identity of one of the following individuals:
   - an Israeli soldier;
   - an Arab who is a citizen of Israel;
   - a conservative Jewish citizen of Israel;
   - a young Israeli, voting for the first time.

   Assuming this role, have each student use the information he/she has gathered, along with his/her knowledge of the situation in the Middle East, to write a brief paper explaining which candidate he/she will vote for for prime minister, and why. Share student papers and discuss the complex issues behind this election.

LINKS:
http://www.cnn.com/chat/transcripts/2001/02/05/amanpour/
http://www.pmo.gov.il/english/
http://www.knesset.gov.il/index.html
http://www.knesset.gov.il/elections01/eindex.html
http://www.cnn.com/SPECIALS/2000/israeli.elections/

EDITOR'S NOTE:
Israel
Ehud Barak
Ariel Sharon
Palestinian
West Bank and Gaza
concessions
Yasser Arafat
Jerusalem

DAILY DESK

Health Desk: Toxic Supplement

1. What is substance 1,4-butanediol, or BD? What is the correlation between GHB and BD? Where can BD and GHB be found? Why do these substances pose a significant public health hazard? Why do you think people continue to use products that contain BD and GHB, despite their harmful side effects?

2. Do you think America's culture promotes substance abuse? Explain. Do you think having accurate information about the dangers of BD and GHB will prevent teens from abusing these substances? Why or why not? What, if anything, should be done to stop the sale of BD on the Internet?

3. Point out to students that, according to the study's co-author, Dr. Stephen Smith, "If you talk to 100 doctors, maybe 10 have heard about the dangers of BD and GHB." Why is it critical that the public and health practitioners know about GHB and its precursors, such as BD? Challenge groups of students to learn more about the negative effects of BD and GHB, and how these substances impact the human body. As a class project, combine and edit the students' information into a brochure or fact sheet on the dangers of BD and GHB abuse, and offer it to health practitioners in your community, including your school's nurse.

LINKS:
http://www.cnn.com/2001/HEALTH/alternative/01/11/dangerous.supplement/index.html
http://www.fda.gov/
http://www.nejm.org/content/2001/0344/0002/TOC.asp
http://www.itcilo.it/english/actrav/telearn/osh/ic/110634.htm
http://www.eatright.org/

EDITOR'S NOTE:
toxicant
butanediol
dietary supplement
substance abuse

WORLDVIEW

Around the World: Stone Therapy

1. What is stone therapy? What kinds of stones are used? According to Vickie Auerbach, how does this therapy benefit the body? What is "homeostasis"? For how long has stone therapy been in use, and by what cultures? Why do you think it has become popular in the U.S.?

2. Many people turn to alternative medicine, in addition to conventional medicine, to treat various illnesses, including stress. What is alternative medicine? Challenge your students to learn more about alternative treatments, such as light therapy, magnets, and herbs. Divide your class into small groups, and have each group choose one alternative medical treatment to research. Have each group share its findings, explaining how the therapy works and whether it is effective. If possible, invite a local physician to discuss the reliability, safety, and effectiveness of alternative treatments.

LINKS:
http://www.thstone.com/
http://www.lastonetherapy.com/stones.htm
http://www.pitt.edu/~cbw/altm.html

Metro Stress Relief

1. What is the Paris metro? How would you describe the commuters you see in the video? What are

metro officials doing in an effort to ease tensions? How are their efforts being received by metro commuters?

2. Ask your students to consider what kinds of stress they experience in their lives, and how stress affects them. Direct students to investigate positive ways of dealing with stress, such as hobbies, meditation, or exercise. Share student findings. Have each student write a journal entry describing how he/she will pursue a positive method for dealing with stress.

LINKS:
http://www.amtamassage.org/
http://www.massageone.com/
http://www.massageone.com/trends.htm

American Voices: Alder Allensworth

1. Who is Alder Allensworth? With what disease was she diagnosed ten years ago? What were her odds for survival, even with surgery?

2. What impressive task did Alder Allensworth undertake last April? How would you describe the *Prevail*? What was her final destination? Did she make it? Explain.

3. Why did Alder Allensworth attempt this trip? What forced her to stop? What catharsis did she experience regarding what her purpose should be? How did she find her answer?

4. What is the "next chapter" in Alder Allensworth's journey? Of the one in five Americans who are disabled, what percent never leave their homes or nursing homes? How is Allensworth's program attempting to change that? What do the disabled get from their sailing experience? In the video, Alder Allensworth says, "I think it's real important for people to realize that in life it is not always the destination, it's the journey." What do you think she means?

5. What challenges do you think Alder Allensworth faced as she dealt with her illness? What challenges do you think she encounters in dealing with its aftermath and her disability? How do you think these challenges compare to the obstacles she faced in her attempt to sail the East Coast?

6. Ask students: When you are faced with a challenge, how do you confront it? Generate a class discussion about some of life's lessons that are not usually learned in the classroom. What gives your students the strength to deal with their problems and challenges? Ask each student to interview a person who has overcome adversity in his/her life, whether it involved a health crisis, personal setback or loss. With the interviewee's permission, have each student write a brief narrative about that person's experience and their advice for others. Have the class read all the narratives and select the most inspiring for publication in your school newspaper.

LINKS:
http://www.soundingsonline.com/archive.story/542.html
http://www.paw.com/sail/scuttlebutt/585.html
http://www.soundingsonline.com/archive.story/885.html

EDITOR'S NOTE:
volcanic
physiological
homeostasis
detoxify
chakra
yoga
Zen
self-confidence

NEWS CHRONICLE

Teen Driving Laws

1. How old do you have to be in most states in order to get a learner's permit? A driver's license? Why is Georgia's governor leading the charge to strengthen his state's teen driving laws? What restrictions would this new legislation include? What does the teenage driver in the video think of these restrictions? What do you think of them? Explain.

2. Why is there a trend toward tightening teenage driving laws? How many states do not have some type of graduated licensing laws? Why is this number expected to shrink? Why are some critical of tougher teen driving laws? How does Georgia Governor Roy Barnes respond to the critics?

3. U.S. News reports that, while 16- and 17-year-olds represent only about 2% of all drivers, they are involved in nearly 11% of crashes. Read this statistic to your students, and ask them what they think should be done to further reduce the number of accidents involving teenage drivers. Direct groups of students to the first website below to examine and compare the state-by-state driving laws for teenagers in the U.S. Ask:
   - Which states have the toughest laws?
   - Are these laws, in your opinion, reasonable?
   - Which states are the most lenient towards teenage drivers?
   - How would you rate your state's teen driving laws?

   Focus on the driving laws for teenagers in your state. Do your students know any teenaged drivers who were involved in accidents over the past year? If so, were any of these drivers at fault? Generate a class discussion about what your state can learn from other states in regulating teen driving. To what extent, if any, are students willing to give up some driving privileges to promote public safety? Discuss.

LINKS:
http://www.golocalnet.com/drivingage/
http://www.ai.net/~ryanb/
http://www.usnews.com/usnews/news/drivhigh.htm

EDITOR'S NOTE:
teenage drivers
Roy Barnes
driving privileges
learner's permit

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CNN NEWSROOM Guide

February 07, 2001

In celebration of Black History Month, CNN NEWSROOM profiles Spike Lee, actor, director and writer, on Feb 9th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:00...01:40

Top Story ... 02:30...04:10
-Israelis choose Ariel Sharon as their new prime minister.
-The White House reacts to Ariel Sharon's election.

Top Story ... 03:20...07:30
Mideast events affect the daily lives of Europeans.

Ask CNN: Israeli-Palestinian Conflict ... 01:35...09:05
Why are Israelis and Palestinians fighting each other?

DAILY DESK ... 00:25...09:30

Business Desk ... 01:40...11:10
Automakers prepare to weather an economic downturn.

Look Ahead ... 00:40...11:50
Feb. 15th: Harold Martin Profile

WORLDVIEW ... 00:25...12:15

Inside North America ... 09:00...21:15
Some ex-servicemen say the military unfairly uses weight as grounds for dismissal.

Turner Website Information ... 00:45...22:00
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...22:25

Professor Gore ... 01:30...23:55
Former Vice President Al Gore takes his experience to the college classroom.

The Ubiquitous "W" ... 03:10...27:05
Thanks to the new president, the "W" is chic.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Israel Decides

1. To what office has Ariel Sharon just been elected? What political party did he represent? Who was his opponent? Why is Mr. Sharon described as a "hard-liner"? How would you describe the tone of Ariel Sharon's victory speech?

2. Why are some Palestinians worried about the future of the peace process, with Ariel Sharon as Israel's new prime minister? Do you think the tone of negotiations will change as a result of this election? Explain.

3. How did U.S. Secretary of State Colin Powell react to the election of Ariel Sharon? What do many of President Bush's advisers and allies think of the way former President Clinton handled the Middle East? According to the video, what is the one constant in this region? What does former National Security Adviser Samuel Berger think the Bush Administration's role should be in the Middle East?

4. Emphasize the fact that Ariel Sharon has been elected *prime minister*, not president, of Israel. Your students may be interested to know that the president of Israel is Moshe Katsav, and that his role in the government is different from that of the prime minister. Why is the prime minister's position such an important one? Working in groups, have your students consult the Internet and other resources to learn more about Israel's government. Have each group create a chart comparing the structure of the government of Israel to that of the U.S.

5. In the video, we hear that while Ariel Sharon has talked of a cease-fire with the Palestinians, he refuses to make the kind of territorial compromises his predecessor made. How do students think Mr. Sharon will approach the peace process? Have them work in groups to conduct research on Ariel Sharon and his views on the Middle East situation, and share their findings. What policy do students think the Bush Administration should pursue in its dealings with Mr. Sharon? Why? Discuss.

LINKS:
http://www.cnn.com/SPECIALS/2000/israeli.elections/
http://www.cnn.com/2001/WORLD/meast/02/06/mideast.06/index.html
http://www.knesset.gov.il/israel_eng.htm
http://www.cnn.com/2001/US/02/06/israel.us.reax.02/
http://www.britannica.com/seo/a/ariel-sharon/
http://www.cnn.com/2000/WORLD/meast/10/25/sharon.profile/

Top Story: Europe's Role

1. How do events in the Middle East affect Europe? Why is the Middle East seen as part of Europe's "national vital interest"? In spite of this, why does it seem that Europe has not taken an active role in the Middle East peace process?

2. When have Europeans tried to influence the course of events in the Middle East? What kind of pressure have they exerted? Why have they avoided economic pressure? Explain how Europe is economically tied to the region. How do you think an escalation of tensions in the Middle East might impact European economies?

3. Have your students consult the Internet to see how other nations are reacting to the election of Ariel Sharon, and their views of the situation in the Middle East. Share student findings in class

discussion. Generate a class discussion about the "shrinking" planet on which we live: How do events in the Middle East impact governments and economies in other regions of the world? How might the election of a prime minister in Israel affect your students? Discuss.

LINKS:
http://www.ecola.com/news/press/
http://news.bbc.co.uk/hi/english/world/europe/newsid_1155000/1155287.stm
http://news.bbc.co.uk/hi/english/world/middle_east/newsid_1157000/1157177.stm
http://www.timesofindia.com/15mide10.htm

Ask CNN: Israeli-Palestinian Conflict

1. According to the Israelis, what is the reason behind the latest wave of violence in the Middle East? What do the Palestinians say is the reason for the fighting? Why did this latest round of fighting take so many by surprise? What issues are at the core of the peace process?

2. Teachers: If your students need additional information on the struggle for peace in the Middle East, direct them to the CNN In-depth report at the link below.

LINKS:
http://www.cnn.com/SPECIALS/2000/mideast/

EDITOR'S NOTE:
Israel
prime minister
Ariel Sharon
Ehud Barak
hard-line
Europe
Likud Party
vital interest

DAILY DESK

Business Desk: Auto Show Woes

1. Why was the North American International Auto Show "decidely downbeat" this year? How do analysts describe auto industry sales last year? What happened to these sales in the latter half of the year?

2. How are the Big Three automakers reacting to slowing sales? What does it mean when auto company executives talk about their inventories being too high at the end of year? Why do you think excess inventory costs auto sellers money? What effect has the Federal Reserve's interest rate cut had on the auto industry? What could happen to consumer demand for cars if the Fed drops rates again? Why?

3. Invite a local consumer banker to talk to your students about the cost of borrowing money, and how this cost impacts consumer demand for "big ticket items," such as cars, houses, and boats. Discuss the relationship between interest rates and consumer demand for these items.
    1. Next, divide the class into groups and have each group choose a specific "big ticket item" and note its price.
    2. Then, instruct group members to "shop around" to find three lenders and determine which of the lenders offers the best interest rate and terms for purchasing that item. (*Note to teachers: Because of the complexity of amortization for home mortgages, it may be best for your students to stick with cars and other items where simple interest is involved.*)
    3. Have each group present the monthly payment and terms of the loan for its chosen item.

Discuss the factors that would prompt a consumer to buy that item under these terms, or wait until a later date.

EXTENSION: Discuss: How could consumer action or inaction impact the auto industry, including retailers and lenders? What other associated industries might be affected by a slowdown (or rejuvenation) of the auto market? How?

LINKS:
http://www.investorwords.com/d2.htm
http://www.bankrate.com/brm/news/auto/20001122a.asp
http://www.bankrate.com/brm/rate/auto_home.asp
http://www.crc-conquest.org/consumer_confidence/

EDITOR'S NOTE:
the Federal Reserve
car loans
auto industry
inventories
turnaround effort
market size
forecast
quarter

WORLDVIEW

Inside North America: Military Obesity

1. Who is Paul Crane? In what branch of the U.S. military did he serve? How long was he in the Army? Why did he leave? How would you describe Major Crane's professional career? What kinds of recognition and awards did he receive? Why does Paul Crane believe that he was treated unfairly?

2. According to the video, how many military personnel are forced to leave the military each year because of their weight? What do some of those who were expelled say about this practice and about the military's method of measuring people? How does the military respond to these charges?

3. How did the Army measure the fat percentage of Paul Crane's body? According to this method, by how many points did Crane exceed the limit? Why do many experts disagree with this method of measuring? How was Crane's case ultimately resolved?

4. In what branch of the armed forces did Bill Torrance serve? Why does he claim he was a victim of "downsizing"? Did Torrance exceed the Navy's weight limit? Explain. What did the Navy demand of him upon his discharge? What is Torrance doing to try to recover this money? What does he say he really wants, even more than the money?

5. How has the Navy changed its policy on weight since Bill Torrance was discharged? Why does Torrance think the Navy has relaxed its rules? How does Captain Cepak respond to the "downsizing" charge? What kind of time and resources do you think the military "invests" in its servicepeople? Do you agree or disagree with Captain Cepak's reasoning? Explain.

6. In the video we hear a body measurement expert say that the military should use calipers to measure body fat. What are calipers, and how do they work? Are they the best way to measure body fat? Have students work in groups to find the answers to these questions, and share their findings. If possible, have a member of your school's physical education staff talk to the class about the health problems associated with excess body fat, and the best way to accurately determine a person's body fat percentage.

7. Why does the military have weight and body fat requirements? Working in groups, have students research military fitness requirements and the kinds of occupations the military offers. Discuss the importance of physical fitness in these jobs. Can students think of other occupations in which fitness is key to job performance? Discuss.

LINKS:
http://www.afoats.af.mil/Opportunities/Highschool/fitness.htm
http://www.defenselink.mil/pubs/
http://www.phillynews.com/content/daily_news/2000/08/29/national/FATT29.htm
http://www.findarticles.com/cf_0/m1041/3_77/53963883/p1/article.jhtml?term=
http://www.sirius.on.ca/running/bodyfat.html

EDITOR'S NOTE:
pension
commendation
recruiting
military
body fat
discharged
downsizing
calipers

NEWS CHRONICLE

Professor Gore

1. What is former Vice President Gore's new job? What courses will he be teaching? Does he have formal teaching experience? Why do you think the university wanted him to teach these courses?

2. Besides Columbia University, where else will Mr. Gore teach? What will be the focus of his courses? In the video, we learn that Mr. Gore's classes are closed to the media. Do you think this is appropriate? Why or why not?

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/stories/02/01/gore.ucla.ap/index.html
http://washingtonpost.com/wp-srv/politics/campaigns/wh2000/stories/goremain100399.htm

The Ubiquitous "W"

1. Who is responsible for the making "W" the "letter of the moment"? What are some examples of chic W's seen in the video? Why does Jeanne Moos call W "the 500-pound gorilla in the alphabet"?

2. President George W. Bush is sometimes called "Dubya." President Dwight D. Eisenhower was known as "Ike." Do your students know any other presidents' nicknames? What are some other famous presidential nicknames, and how did the presidents get them? Have each student choose one U.S. president and conduct research to learn more about him and his nicknames (several presidents have more than one.) Have each student report on his/her president's nickname, and how it came about.

LINKS:
http://www.ipl.org/ref/POTUS/index.html
http://www.kidinfo.com/american_history/presbirth/presidentialnicknames.html

EDITOR'S NOTE:
Al Gore
professor
Columbia University
curriculum
"W"
George W. Bush
chic
"Dubya"

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CNN NEWSROOM Guide

February 08, 2001

The Daily Classroom Guide and Guide Archives may also be accessed at http://CNNfyi.com/teachers.newsroom. Go to "Inside CNN NEWSROOM" and click on "Daily Guide" or "Guide Archive."

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:25...02:10

Top Story ... 02:10...04:20
-The space shuttle takes off on a high pressure mission.
-Students are directly involved with this shuttle mission.

Ask CNN: ISS Cost ... 01:10...05:30
How much does the space station cost?

DAILY DESK ... 00:30...06:00

Science Desk ... 02:05...08:05
Satellites may be a prime target for attack.

Science Desk Extra: Infections ... 02:00...10:05
Hospitals take different measures to deal with infectious patients.

Turner Website Information ... 00:45...10:50
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...11:15

World of Science: Balkan Uranium ... 08:00...19:15
Officials voice concern over possible radioactivity from NATO action in the Balkans.

Student Bureau ... 03:45...23:00
A program in South Africa helps young people help their community.

NEWS CHRONICLE ... 00:30...23:30

Baseball Fallacy? ... 03:30...27:00
What happens when a baseball legend gets a re-write, fifty years later?

Look Ahead ... 00:30...27:30
Tomorrow: Spike Lee profile

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Shuttle *Atlantis*

1. When did the shuttle *Atlantis* take off? What is its primary mission? What is the name of the laboratory the shuttle's crew will attach to the International Space Station? Why is the lab important to the ISS? Which nations are involved in the ISS? Why is this current mission to the ISS behind schedule?

2. Why are middle and high school students in several U.S. states especially interested in this shuttle mission? How is the NASA educational program seen in the video bringing space science into their classrooms?

3. Describe the samples the students helped to prepare for NASA. What do scientists hope to learn from these samples? How can the students benefit from this experience? What will ultimately happen to the crystals the students helped to prepare?

4. Focus students on the benefits the students in the video receive from their hands-on experience with the space program. Point out that they learn something about how space technology is used in industry and medicine. Challenge your students to think of ways that developments from the NASA program have benefited us here on earth. Your students may not know it, but inventions such as UV-blocking sunglasses and insulin pumps can be credited to the space program. Direct students, working in groups, to conduct research to learn more about "spin-offs" and technology resulting from space exploration. Direct each group to choose one of these advances, discuss its origin, and explain how it benefits people. Discuss how these advances illustrate the practical application of science to improve the quality of life.

LINKS:
http://www.cnn.com/2001/TECH/space/02/07/shuttle.launch.02/index.html
http://spaceflight.nasa.gov/
http://exn.ca/Stories/2000/06/09/53.cfm
http://kids.msfc.nasa.gov/
http://infoplease.lycos.com/ipa/A0004636.html

Ask CNN: ISS Cost

1. What is NASA's cost estimate for the 15-year projected life span of the International Space Station? What important elements do not figure into NASA's estimate? How much does the ISS cost if one includes the space shuttle missions that build and service it? Why does this figure not include the contributions of all the nations involved? What is CNN's bottom line estimate of the cost of the ISS? Do you think the ISS is worth this investment? Why or why not?

LINKS:
http://www.nasa.gov/

EDITOR'S NOTE:
Atlantis
International Space Station (ISS)
Alpha
NASA
joint venture

biological samples
protein crystals
liquid nitrogen

DAILY DESK

Science Desk: Space Report

1. According to the Space Commission Report, what is the probability of war being waged in space? What space-based objects are at risk? What is the present state of U.S. reliance on satellites? For what are these satellites used? How much will the U.S. have to spend to replace aging satellites? What alternatives are there to these replacements?

2. What do you think Ronald Fogleman meant when he said, "The issue is, can we avoid a Pearl Harbor in space?" In your opinion, will a "parasitic satellite" actually be developed? Why or why not? What is your position on whether to support the development of space-based weapons, as opposed to pursuing treaties, to protect satellites? What other factors place satellites at risk? Can anything be done to minimize these risks? Explain.

3. One important prerequisite to understanding the complex issues surrounding satellites is to first understand how satellites stay in space. Working in small groups, have your students do the following activity:
   - Have each group simulate a satellite by tying a three foot piece of string onto a one-holed rubber stopper. The stoppers should have a hole going all the way from the top to the bottom. Have students make sure the string is securely fastened.
   - Have students take turns holding the end of the string not attached to the "satellite" and moving it in different directions. Have them try to keep the satellite up in the air on a plane parallel to the ground.
   - After each student has a turn experimenting with the satellites, ask students to write down what they think keeps satellites in orbit, and what role they think the shape of the Earth plays in allowing satellites to maintain these orbits.

   After students share their ideas in a class discussion, ask:
   1. To keep the satellite consistently parallel to the ground, in what shape is it necessary to pull the string? Help students arrive at the conclusion that a circular motion is necessary to keep the satellite in orbit.
   2. Does it require greater tension on the string to increase speed?
   3. Does it require less tension to swing the satellite holding the string further down so that the circle is smaller?

   Relate student ideas to the story, and discuss how they think scientists accurately keep satellites in orbit for long periods of time without descending toward Earth or crashing into each other.

LINKS:
http://www.schoolsobservatory.org.uk/astro/textb/phys/orbdem.htm
http://library.thinkquest.org/10401/astro.html
http://www.execpc.com/~culp/space/orbit.html
http://www.atek.com/satellite/index.html

Science Desk Extra: Infections

1. What precautions do hospitals take to minimize the spread of airborne infections? Why don't hospitals use the space suits seen in Level Four labs? In addition to masks, gloves, and other equipment, what does the Center for Disease Control advise hospitals to do when they are facing certain infections?

2. What personal risks do health care workers face everyday in dealing with infectious patients? Why is there an element of "bravery" involved in being a health care professional? According to Dr. Doug Lowery, why are American hospital officials "lucky," compared to their counterparts in

places like Africa? Why do experts believe that outbreaks like last year's ebola outbreak in Uganda are unlikely to happen on a large scale in the U.S.?

3. Hospitals and health care professionals face infection on a daily basis. Challenge your students to consult medical professionals and the Internet to identify the issues associated with infection control, such as disposal of medical waste, cleaning and disinfecting surface areas, and use and care of endoscopic and other devices. Invite a medical professional to explain how his/her staff addresses these issues, and how the general public can do their part to prevent the spread of infection, especially during this, the flu season.

LINKS:
http://www.cnn.com/2001/HEALTH/02/07/ebola.canada.02/index.html
http://www.infectioncontroltoday.com/
http://www.hopkins-heic.org/

EDITOR'S NOTE:
satellite
space war
parasitic satellite
space treaties
infection
negative air pressure
lab specimen
ebola

WORLDVIEW

World of Science: Balkan Uranium

1. In what areas of the former Yugoslavia are some officials citing "longlasting and dangerous" radioactive ground contamination? To date, have any Yugoslav soldiers displayed evidence of contamination? Why not? In spite of this, why are some officials still concerned?

2. What is uranium? According to NATO, in what areas were depleted uranium rounds fired? How has NATO responded to the concerns of the Yugoslav army?

3. Which area of the former Yugoslavia took the bulk of the 30,000 depleted uranium rounds fired in the NATO campaign? Who currently shares the administration of Kosovo? What did a team of Portuguese scientists find when they tested for radiation in Kosovo? What did United Nations Environment Program scientists find there? As a result, what did the UNEP scientists advise Kosovo's administrators to do?

4. Is there any evidence of illnesses related to radiation exposure on the Southern Serbia/Kosovo border? Are the residents concerned about the possibility of radiation exposure? Explain. Why do you think the residents were unaware of this possibility until very recently? Why are scientists from the Institute for Nuclear Physics examining soil samples in Southern Serbia?

5. Roger Coghill, a British biologist, has stated that the use of depleted uranium weapons in the war with Serbia is likely to cause an additional 10,000 deaths from cancer. What is depleted uranium, and why is it such a threat to human health? Have students work in groups to learn more about depleted uranium, including why it is used in military action and why it presents a long-term threat to health. Share group findings. Do students think the use of weapons that bear long-term consequences, such as nuclear/radioactive weapons and landmines, are justified in war? Why or why not?

LINKS:

http://news.bbc.co.uk/hi/english/sci/tech/newsid_408000/408122.stm
http://news.bbc.co.uk/hi/english/health/newsid_299000/299540.stm
http://www.gulflink.osd.mil/faq_17apr.htm
http://www.prop1.org/2000/du/du99list.htm
http://www.serbia-info.com/news/1999-04/12/10813.html

Student Bureau: Photovoice

1. In what country is Khayelitsha Township located? What large city is Khayelitsha near? What does the name of this town mean? What inner city and the third world problemd do this town's residents face?

2. What is Photovoice? How are young people involved in this program? How have local leaders responded to it? What do the young people get out of Photovoice?

3. Challenge students to think of other organizations or programs that attempt to improve the quality of life by working with young people. Divide the class into small groups. Direct each group to examine one such organization or program and report back to the class on its efforts. Have each group come up with an idea whereby local youth can contribute their time and talents to the betterment of their community. If your school has a community service program, have the class submit its best idea for consideration.

LINKS:
http://www.photovoice.com/
http://apha.confex.com/apha/128am/techprogram/session_2386.htm
http://www.southafrica.co.za/govt/

EDITOR'S NOTE:
Balkans
depleted uranium
contamination
radioactivity
ammunition
NATO
Photovoice
peer educators

NEWS CHRONICLE

Baseball Fallacy?

1. For what famous moment in sports will Bobby Thomson forever be remembered? Why was this home run, the "shot heard 'round the world," so significant? What has reporter Josh Prager uncovered about this event?

2. Who was Bobby Thomson's team manager? What was his motto? How did Thomson feel about the "Nice guys finish last" credo? In spite of this, how important do you think winning was to Thomson? Why? Was what Leo Durocher's team did illegal? By his own admission, did Thomson take "the sign" on that famous pitch? Do you believe him? State your rationale.

3. Who is Ralph Branca? How is he remembered in baseball history? What has recently come to light about Branca and the Giants' sign stealing? Why do you think he never told anyone that he knew what the Giants did? Did Bobby Thomson know that Branca knew what happened? Why do you think they never discussed it? How has Branca suffered for the past fifty years? Does his silence make you see this event in a different light? Do you think history has been fair or unfair to Branca? Explain.

4. Ask the baseball players (or fans) in your class to explain what it means to steal signs. How does this happen? Do students think teams steal signs today? If so, do they think sign stealing is an element of competition, or cheating? Why? Had students been in Bobby Thomson's place, would they have taken advantage of the stolen signs? If they had been in Ralph Branca's place, would they have told anyone what the Giants had done? Why or why not? Discuss.

5. In the video, we hear the Leo Durocher motto, "Nice guys finish last." After they have reflected on the story, challenge your students to do a little soul-searching: Have each write a journal entry in response to the question, "Would you rather be the 'nice guy' or the 'winning guy?'

LINKS:
http://web1.sportsline.com/u/baseball/bol/ballplayers/B/Branca_Ralph.html
http://cnnsi.co.il/baseball/mlb/all_time_stats/players/b/43418/
http://memorylnsports.com/thomsonremarkable.html
http://baseballlive.sportsline.com/u/baseball/mlbcom/video/historical.htm
http://www.cleveland.com/sports/pdnews/s24bill.ssf
http://detnews.com/1997/sports/9705/29/05290137.htm

EDITOR'S NOTE:
Bobby Thomson
Ralph Branca
"stealing signs"
New York Giants
Brooklyn Dodgers
Leo Durocher
ethical questions
hero

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CNN NEWSROOM Guide

February 09, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 01:00...01:35

Top Story ... 02:20...03:55
-U.S. Pres. Bush sends his tax cut plan to Congress.
-Both political parties are divided on the issue of tax cuts.

In the Headlines ... 02:20...06:15
California's power crisis could spark a mass exodus of businesses.

Ask CNN: Deregulation ... 00:55...07:10
What are the pros and cons of energy deregulation?

DAILY DESK ... 00:35...07:45

Editor's Desk ... 02:25...10:10
The Armed Forces Network serves a global audience.

WORLDVIEW ... 00:20...10:30

Culture Watch ... 02:45...13:15
Meet a master in the field of wax figure art.

Inside Asia ... 03:25...16:40
Young Indian women are caught up in beauty pageant fever.

Artistry in Action ... 03:20...20:00
The Tuscan Tenor has risen to international celebrity status.

Turner Website Information ... 00:45...20:45
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...21:15

Special Series ... 06:00...27:15
CNN NEWSROOM's Shelley Walcott profiles filmmaker Spike Lee.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Tax Cut Plan

1. Why is President Bush urging Congress to act quickly on his tax cut plan? What is the pricetag for his plan? How would the Bush plan change the current tax brackets? What other proposals are included in the plan? According to the president, how much money would a family of four save under his proposal?

2. How have most Republicans on Capitol Hill responded to the president's plan? How have most Democrats reacted? How did some Democrats make their point in opposition to the plan? Does their argument make sense to you? Why or why not? Do the Democrats have an alternative plan? Explain.

3. In the video, we learn that House Majority Leader Dick Armey favors the Bush tax cut because it would benefit his family. Representative Armey's salary is $161,200. Direct students to the fourth website below to determine what the Armey family pays in federal taxes, if they are "married, filing jointly." Once students find the amount of tax on the tax table, inform them that this only includes federal income tax; most states tax income as well. Were students surprised by the amount of tax the Armey family pays? Do they think a tax cut for families like the Armeys is fair? Would they support a tax cut for families with lower and/or higher income? Discuss.

4. According to economist Patrick Fleenor, in 2000, Americans spent more money per capita on taxes ($10,447) than on food ($2,713), clothing ($1,436), and shelter ($5,913), combined. Most congressional representatives think some kind of tax relief is in order, but how should it be done? Have students work in groups to come up with lists of ideas they think would decrease the tax burden on families and individuals. Have each group share its list. Discuss who (which party) might support each idea, and why. How has tax relief become a partisan political issue?

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/08/bush.tax.01/index.html
http://cnnfn.cnn.com/news/specials/tax/
http://www.irs.ustreas.gov/prod/ind_info/tax_tables/
http://www.irs.ustreas.gov/prod/ind_info/tax_tables/tax_sched.html
http://www.law.cornell.edu/constitution/constitution.amendmentxvi.html

In the Headlines: Power Play

1. Explain how California's energy crisis has sparked some states to make a play for its businesses. What did Gene Winter use as a prop to try to attract businesses to Richmond, Virginia? How did Utah's governor, Mike Leavitt, try to make this point for his home state? What high-tech company recently announced it would not expand in California, due to the power crisis? How would a mass exodus of business impact the state's economy?

2. Power is something most students take for granted, yet in this story we see how it is vital to a state's economy. Challenge your students, working in groups, to find out what large businesses and industries exist in your area, and what their power sources are. Are any of these power sources in danger of depletion or serious interruptions in power? Have each group present its findings, and discuss how a lack of power to any one of these businesses could have ripple effects throughout the state.

LINKS:

http://www.cnn.com/SPECIALS/2001/power.crisis/
http://www.citizen.org/press/pr-cmep101.htm
http://www.epsa.org/

EDITOR'S NOTE:
tax cut
tax bracket
estate tax
marriage penalty
child credit
California
power crisis
deregulation

DAILY DESK

Editor's Desk: Armed Forces TV

1. What kind of audience is serviced by the Armed Forces Network? How does the network operate as a kind of "general store"? Why is this link with American culture so vital to armed services personnel stationed overseas?

2. Describe the programming available on AFN. What are performance rights and residuals? Why do you think the entertainment industry waives fees for their programming for the military? Why doesn't the AFN have to worry about ratings?

3. If any of your students have parents who have served in the military, ask if they (the students) have had the experience of being stationed in another country. If so, did they miss the U.S.? If they did, what aspects of American life did they miss most? What services and programs offered by the military allow American families abroad to stay in touch with American culture? Although experiencing a culture other than one's own is a truly valuable experience, why do students think it is so important for military personnel to stay "connected" to their own culture?

4. Business is an important aspect of American life, and it is important to the military as well. In this story, we see that even the entertainment business has a place in the armed forces. Have your students work in groups to conduct research to learn more about the kinds of businesses one might find on a military base or onboard a large ship, like an aircraft carrier. How is each business a vital part of the military experience? Have groups share their findings. Discuss the job opportunities these businesses present within the setting of the armed forces.

LINKS:
http://www.afrts.osd.mil/
http://stats.bls.gov/oco/ocos249.htm
http://usmilitary.about.com/careers/usmilitary/
http://www.armedforces.com/
http://tlc.ai.org/televisi.htm

EDITOR'S NOTE:
Armed Forces Network

WORLDVIEW

Culture Watch: Japanese Wax Artist

1. How would you describe the art of Toru Matsuzaki? In what medium does he work? How long does it take him to complete a single figure? Explain how he creates his figures.

2. Who are the subjects of Matsuzaki's work? For what purposes are these figures used? What is his current project?

3. Students may be familiar with the more conventional media through which artists express themselves, such as oil painting and charcoal drawing, but they may know little about other media, like wax sculpture. Invite someone from your school's art department, or a local artist, to introduce students to a new media of artistic expression. If possible, arrange for students to create works of art in this new medium.

LINKS:
http://www.waxart.com/index.html
http://irondavis.com/22_Dfn_Illus_Fldr/24_Encaustic-fldr/64EncausticPtg.html

Inside Asia: India's Beauty Queens

1. Who is Priyanka Chopra? What international title did she recently win? How has her success inspired other young Indian women? Why are young Indian women applying to enter beauty contests in record numbers?

2. According to the video, what are young Indian women willing to do to fulfill their dreams of becoming beauty queens? What has one survey revealed about the percentage of Indian schoolgirls who are dieting? How is this desire to be thin resulting in extreme consequences for some?

3. Do you think that beauty pageants have a positive or negative impact on young women's lives? Explain. Consider the fact that some pageants offer college scholarships as prizes while highlighting physical appearance. Do you think that pageants contribute to the status of women, or do they focus too much on beauty? State your rationale.

4. What is body image? What importance do students think the young women in the video attach to body image? Generate a class discussion about body image and popular culture. Ask students if their culture promotes realistic body images for both young men and young women. Have them look through popular magazines for pictures of what their culture considers "attractive," and share their findings. How did students react to them? Are these images realistic? Direct each student to write an article they would like to see in one of the magazines they surveyed on body image and popular culture.

LINKS:
http://www.timesofindia.com/today/09mahm23.htm
http://www.teenvoices.com/issue8_2/8_2_body1.html
http://4beauty.4anything.com/network-frame/0,1855,1793-65766,00.html

Artistry in Action: Andrea Bocelli

1. What is Andrea Bocelli's native language? What was his first worldwide album? With what other singers has he performed? Who does he say has a voice "like an instrument"?

2. What is Andrea's latest project? Why did he decide to perform "La Boheme"? How is Andrea spreading his talent around the world? What was significant about his 1999 Grammy nomination for Best New Artist?

3. Introduce your students to Andrea Bocelli's talent, and to a kind of music with which they may not be familiar, by playing a recording of some of his songs while they conduct research or do independent work. Encourage students with an interest in classical music and opera to create a school club to share their interests.

LINKS:
http://bocelli.net/firstpage.htm
http://www.bocellionline.com/
http://www.bocellionline.com/Bio.htm
http://www.divadome.com/bocelli/index.htm

EDITOR'S NOTE:
wax museum
plaster mold
Priyanka Chopra
India
Verdi
Puccini
Andrea Bocelli
opera

NEWS CHRONICLE

Special Series: Black History Month: Spike Lee

1. Who is Spike Lee? In what way is he an entrepreneur? What are some of his films? To what does he credit his success? How did he become a filmmaker? Describe his early works. What first feature film was also his first major hit?

2. How did "Do the Right Thing" impact Spike Lee's career? Besides skill, what else does Lee say it takes to get noticed in his field? What problems did he encounter when filming "Malcolm X"? How was he able to keep this film intact?

3. What kind of reputation has Spike Lee earned among filmmakers? Why? Do you think his "tough exterior" is an asset or a liability in his profession? Explain. Does this reputation bother him? In what other fields has Spike Lee excelled? Why does he consider himself very lucky?

4. One biographer has stated that "Fight the Power," the theme song to "Do the Right Thing," could also be Spike Lee's motto. Ask students whether they agree or disagree with this statement, and why. If any of your students have seen any of Spike Lee's films, ask them what impressed them most about his work. Challenge your students to learn more about Spike Lee, and discuss how his outspokenness and creativity are reflected in his films.

LINKS:
http://www.csmonitor.com/durable/1998/05/08/p15s2.htm
http://www.usaweekend.com/97_issues/970608/970608talk_lee.html
http://www.gale.com/freresrc/blkhstry/leespike.htm

EDITOR'S NOTE:
Spike Lee
director
filmmaker
debut
controversial
Oscar nomination

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CNN NEWSROOM Guide

February 12, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 01:05...01:55

Top Story ... 05:30...07:25
-The public gets its first look at the human genome.
-Deciphering the human genome raises medical and ethical issues.

In the Headlines ... 01:25...08:50
The shuttle astronauts successfully attach the Destiny lab to the ISS.

DAILY DESK ... 00:35...09:25

Environment Desk ... 02:05...11:30
The Chesapeake Bay Foundation's new office practices what the organization preaches.

WORLDVIEW ... 00:30...12:00

Everglades Restoration ... 03:35...15:35
The Everglades restoration project begins.

Wild Kingdom ... 02:50...18:25
Monkeys pose a problem for the people of New Delhi.

Inside Europe ... 03:15...21:40
Mad Cow Disease has increased business for organic farmers in France.

NEWS CHRONICLE ... 00:25...22:05

Albert Means ... 05:00...27:05
Albert Means could be an example of what can go wrong with college recruiting.

Goodbye, Three Rivers! ... 00:25...27:30
A famous stadium is demolished.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Human Genome

1. What is the human genome? What is a sequence? How does a sequence differ from a genetic map? Why are some worried about the release of human genome information? Why are some doctors and scientists excited at the prospect? When did the Human Genome Project begin? What two U.S. government agencies are involved?

2. What is DNA? Genetically speaking, why is a large percent of the human genome "obsolete"? What two groups are in a race to crack the human code? So far, are their findings similar or different? What have they learned about the number of genes humans have? What have they learned about differences among people? Why is this significant? How will knowing the genetic landscape help scientists and medical professionals?

3. What is the next step in human genome research? Explain how gene therapy could revolutionize medicine. What ethical concerns could surface as well? Why do you think the leaders of both public and private research efforts want Congress to get involved in the ethical questions?

4. Modern genetics owes its beginnings to the study of a humble plant, the pea. Have students work in groups to research the history of genetics, and how we have arrived at this point, the mapping and sequencing of the human genome. Have each group present its information. As a class, combine the information and create an illustrated timeline of the study of genetics, and post the timeline in your classroom.

5. Challenge your students to further investigate the ethical, legal, social and medical implications of the study of the human genome. Assist them in consulting the Internet and other resources to learn more about these issues and their positive and negative impact. Have each student write and present (on videotape, if possible) a 1-2 minute television commentary on the implications of human genome research, and whether or under what conditions it should continue.

LINKS:
http://www.ornl.gov/TechResources/Human_Genome/home.html
http://infosrv1.ctd.ornl.gov/TechResources/Human_Genome/project/hgp.html
http://www.nhgri.nih.gov/ELSI/
http://news6.thdo.bbc.co.uk/hi/english/in_depth/sci_tech/2000/human_genome/newsid_749000/749026.s
http://www.cnn.com/2001/HEALTH/02/10/humangenome.02/index.html

In the Headlines: Shuttle Mission Update

1. Which of the astronauts was charged with guiding the Destiny science lab out of *Atlantis* and onto the space station? How did she do? Why was this task difficult? What was the only problem the crew encountered?

2. This weekend's events aboard *Atlantis* represent another milestone in space flight. Ask your students to name some other space milestones with which they may be familiar. Have each student choose one milestone to research. Direct each student to use poster board to create a giant postage stamp depicting that event on one side, with a summary of the event, the people involved, and its significance, on the other side.

LINKS:
http://www.cnn.com/2001/TECH/space/02/11/shuttle.01/index.html
http://www.scipoc.msfc.nasa.gov/
http://spaceflight.nasa.gov/shuttle/
http://www.zianet.com/space/index.html

EDITOR'S NOTE:
Human Genome Project
sequence
genetic map
DNA
gene therapy
ethical questions
Atlantis
Destiny

DAILY DESK

Environment Desk: Office With a View

1. How does the Chesapeake Bay Foundation's new office facility demonstrate the organization's goals? Describe the specific features that will make the complex adapt to the changing seasons. From where is the money coming to build this complex? How do you think this building cost would compare to the cost of building the complex with more conventional features? Why?

2. Do you think "green" organizations should be held to a higher standard than other organizations when it comes to their offices' environmental impact? Explain. Proportionally (by percentage), how much of the organizations' funding do you think should be spent cleaning up existing ecological disasters, and how much do you think should be spent on subsidizing future ecologically conscious construction? At what price, if any, would you argue that the cost of being ecologically conscious outweighs the benefit? Why?

3. One major concern the Chesapeake Bay Foundation is addressing in its construction plan is the pollution that the large construction site could dump into the delicate aquatic ecosystem surrounding Chesapeake Bay. Have your students gain a better understanding of the causes and effects of water pollution by performing the following activity:
   - In a class discussion, ask students to name a few water ecosystems where they live (ponds, lakes, marshlands, rivers or oceans.)
   - Ask them to list the causes of pollution that they know can contribute to the destruction of water ecosystems. These could include, but are not limited to, DDT, mercury, sewer sludge, increase in temperature, radioactive waste and erosion. Place the comprehensive class list on the board.
   - Working in small groups, have each group research one of the causes listed on the board. The groups should focus their research on how each cause affects water ecosystems, particularly those in your area, if applicable, and the methods that are being used to counter it.
   - Have each group select a water ecosystem that has been affected by the pollution/cause it researched, and prepare an environmental impact statement about it. Each statement should include:
     1. a description of the current environmental status of the ecosystem;
     2. a description of the way or ways in which that type of pollution affects the ecosystem;
     3. a description of the existing methods that are being used to combat that type of pollution;
     4. suggestions for ways to reverse the causes of that type of pollution in the future.

   Have each group share its findings with the class and discuss which pollution causes they think could be involved at Chesapeake Bay.

LINKS:
http://www.cbf.org/resources/index.htm
http://www.epa.gov/OWOW/
http://www.soest.hawaii.edu/GG/ASK/waterpol3.html
http://www.epa.gov/tri/
http://www.preventingharm.org/

EDITOR'S NOTE:
Chesapeake Bay Foundation
ecosystem
recycled
environmentally friendly
watershed
pollutants
sediment
symbiotic

WORLDVIEW

Everglades Restoration

1. How big are the Florida Everglades? When and how were the Everglades created? Why is the Everglades National Park considered "one of the world's most vital sanctuaries"? Why is the restoration plan considered a "massive undertaking"? When will the restoration be completed? How much will the project cost? Who is paying for the restoration?

2. How and why have the Everglades' water and wildlife patterns changed over the years? What was the role of the Army Corps of Engineers in this process? How have water management, agriculture, and the population explosion affected the ecosystem of the Everglades? What is your opinion of the restoration project?

3. Divide your class into two groups. Have each group create a map depicting either the original Everglades or the Everglades after development. What areas have been destroyed as a result of urbanization? Why do you think urban growth has taken precedence over preserving the Everglades? Next, have students research the history and impact of the 1850 Federal Swamp and Overflowed Lands Act, which gave the Everglades to Florida, provided it could be drained. Discuss whether or not a similar act would be approved in 2001.

LINKS:
http://cnn.com/2000/NATURE/12/25/everglades.restoration/index.html
http://www.nps.gov/ever/
http://www.everglades.org/

Wild Kingdom: India Monkeys

1. Where is New Delhi located? What are "primates"? What is a primatologist? How many monkeys are flooding the streets of New Delhi? Why is this happening? What problems are these monkeys causing for the people of New Delhi? How is the monkey infestation being addressed? Are these measures effective? Why or why not? Why, despite warnings to the contrary, do people continue to feed the monkeys?

2. How is human action responsible for the monkeys' arrival in New Delhi? Can you think of other instances when human development has caused a migration of animals to another place? Explain.

3. What animals are indigenous to your community? Do these animals pose problems for local citizens? Explain. If so, how does your city deal with animal control issues? Are any of these policies controversial? Explain. To what extent do people's cultural or religious beliefs influence their views of these animals and how their populations should be managed?

4. Although these monkeys are sacred to many Hindus, they also represent a potential health threat to humans. Direct your students to learn more about the health problems monkeys can cause for humans, including the monkeys' ability to transmit diseases such as ebola and rabies. Share student findings in class discussion. Remind students again of the religious significance of these animals to

many citizens of New Delhi. Ask: If you were a government official, how would you balance the need to rid New Delhi of wild monkeys with respect for the beliefs of your citizens? Challenge groups of students to create proposals or role plays that demonstrate ways to accomplish these goals.

LINKS:
http://cnn.com/ASIANOW/south/9911/18/india.monkey/index.html
http://encarta.msn.com/index/conciseindex/22/022F7000.htm
http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=761555715
http://www.looksmart.com/eus1/eus317834/eus163430/eus163785/eus927663/r?l&
http://www.suite101.com/article.cfm/microbiology/1348

Inside Europe: Sane Cows

1. What are "ruminants"? What is "mad cow disease (BSE)"? How has BSE impacted French citizens, beef producers and businesses? What is "biological or organic agriculture"? How does organic beef differ from nonorganic beef? Why is organic beef more expensive? How has the BSE scare affected biological farmers in France?

2. Have students work in groups to learn more about BSE, and how it has affected European consumers and the European beef industry. What measures have European nations taken to stop the spread of BSE and restore consumer confidence? Have these measures been successful? Why or why not? Share group findings.

3. Direct students to the links below to learn more about the differences between organic and nonorganic farming. Have students consider the economic, political, humanitarian, and environmental pros and cons of each. Then direct students to write position papers about whether or not all French beef producers should use organic farming methods. After the students present their papers, discuss the challenges associated with converting to organic farming, and how these challenges might be addressed by the French government.

LINKS:
http://www.mad-cow.org/
http://www.cdc.gov/ncidod/diseases/cjd/cjd.htm
http://www.pbs.org/wgbh/nova/madcow/faces.html
http://www.organicfood.co.uk/off/
http://secure1.itool.com/Organicconsumers/links.stm
http://www.icta.org/projects/cfs/index.htm
http://europa.eu.int/comm/index.htm

EDITOR'S NOTE:
Everglades
dikes and levees
Hinduism
Limousin cattle
herbivores
ruminants
BSE (Mad Cow Disease)
organic agriculture

NEWS CHRONICLE

Albert Means

1. Who is Albert Means? In what sport did he excel in high school? What controversy has surfaced around him? Who is making this allegation against Albert's former coach? How did Ms. Means

learn of the alleged "sale" of her son? How did she react?

2. How has Coach Lang responded to the charges against him? What has the Memphis School System done in response to the allegations? How has the former University of Alabama assistant coach responded? Why do you think the NCAA is conducting an investigation? Where does Albert Means attend college now? What advice does he offer future recruits?

3. Do you think there is any basis for the allegations against the University of Alabama and/or Albert Means' high school coaches? State your rationale. In your opinion, what should happen if the charges are based in truth? What should happen if they turn out to be without merit?

4. What is the NCAA? Why are there rules that govern recruitment of college athletes? Have students consult the last two websites below to learn more about the NCAA and questions student athletes should ask in the recruitment process. Share student findings in class discussion. Is there anything Albert Means could have done to prevent what may have happened to him? Discuss.

LINKS:
http://sportsillustrated.cnn.com/football/college/recruiting/
http://register.sportsline.com/u/football/college/recruiting/topdls2000.htm
http://www.ncaa.org/eligibility/cbsa/
http://www.ncaa.org/eligibility/cbsa/whattoask.html

EDITOR'S NOTE:
college recruiting
NCAA
allegation
University of Alabama

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CNN NEWSROOM Guide

February 13, 2001

The Daily Classroom Guide and Guide Archives may also be accessed at http://CNNfyi.com/teachers.newsroom. Go to "Inside CNN NEWSROOM" and click on "Daily Guide" or "Guide Archive."

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 00:40...01:35

Top Story ... 07:00...08:35
-A federal appeals court rules against Napster.
-College students react to the ruling.

DAILY DESK ... 00:35...09:10

Health Desk ... 03:00...12:10
Snacking and moving can decrease the risk of flight-related blood clots.

Health Desk Extra: Human Genome Project ... 02:55...15:05
Should human genome research be privatized?

WORLDVIEW ... 00:30...15:35

Student Bureau ... 01:55...17:30
CNN's Student Bureau examines the benefits of international aid for one Ethiopian family.

Culture Watch ... 03:20...20:50
An Ethiopian artist captures the emotions of a war-torn nation.

Our Planet: Russia Taiga Plunder ... 04:05...24:55
The wild forests of the Russian taiga are in jeopardy.

Turner Website Information ... 00:45...25:40
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...26:00

NEAR Landing ... 01:25...27:25
NASA's NEAR spacecraft lands on the asteroid Eros.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Napster Ruling

1. What is Napster? What does Napster enable Internet users to do? Why do you think Napster is so popular? What are the benefits and drawbacks of Napster for musicians and music distributors?

2. Who filed the lawsuit against Napster? How did the three-judge panel of the 9th U.S. Circuit Court of Appeals rule on the Napster case? What is an "injunction"? How would this ruling impact Napster, record companies and musicians? How has Napster responded to the ruling?

3. How do the students interviewed by Jason Bellini feel about the court's ruling? Why do some of the students plan to use Napster, or a similar service, despite the fact that they support the court's ruling? To what extent do you think advanced technology will impact copyright issues? Give an example. Based on the college students' opinions, do you think Napster will continue to be successful if it becomes a subscription-based service? Why or why not?

4. Have students consult the Internet, including the last website below, to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. Ask students: What is "intellectual property"? How is it different from one's personal property? Do you think downloading music without paying for it is stealing? Why or why not? After the class discussion, have students debate whether or not they agree with the 9th U.S. Circuit Court of Appeals' decision. Instruct students to consider the following questions as they prepare their arguments: To what extent are MP3's affecting the recording industry? Are Napster and similar websites violating copyright law or are they providing a legitimate service? After the debate, ask students whether or not they think the U.S. Court of Appeals will reconsider its decision. What legal resource would Napster have if the court rejects its appeal?

   EXTENSION: Point out to students that digital music on the Internet is a very complex and ongoing issue, and that the debate will probably expand to include the digital transmission of other media such as movies. To have your students learn more about the industry's position concerning digital downloads, check out the following HighWired.com lesson plan at: http://www.highwired.com/Classroom/Project/0,2069,23713-68146,00.html.

LINKS:
http://www.cnn.com/2001/LAW/02/12/napster.decision.04/index.html
http://www.mp3.com/
http://napster.com/
http://fairuse.stanford.edu/

EDITOR'S NOTE:
Napster
federal appeals court
injunction
intellectual property
copyrights

DAILY DESK

Health Desk: Flight Health

1. What is "deep vein thrombosis" (DVT)? Why does traveling by plane increase the risk of developing DVT? What can travelers do to prevent DVT?

2. Do you think airlines should be held liable for passengers who develop DVT during a flight? Why or why not? How has the airline industry responded to this issue? What else, if anything, should the airline industry do to protect passengers from developing DVT? Explain.

3. Point out that, according to the American Heart Association, even though DVT, heart attacks, atherosclerosis and strokes are rare in children, "evidence suggests that the process leading to these conditions begins in childhood." Challenge students to learn more about the origin, symptoms, and prevention of different heart diseases. Ask students to determine how blood pressure, cholesterol and weight can contribute to heart disease. Have them also identify the statistics of heart disease in their country and answer questions such as: Where does heart disease rank among leading causes of death? Have the figures risen or fallen in the past decade? What factors do you think account for the increase or decline? Help students to create posters either diagramming how arteries become restricted or focusing on how to prevent heart disease. Hang the posters in school halls to inform others about the dangers of heart disease.

LINKS:
http://www.americanheart.org/Scientific/statements/1996/069601.html
http://www.cnn.com/2000/HEALTH/11/21/heart.flight/
http://www.aviation-health.org/
http://www.cnn.com/2001/WORLD/europe/UK/01/16/health.britain.airlines.reut/index.html
http://www.cnn.com/2001/TRAVEL/NEWS/01/15/health.airlines.australia.reut/index.html

Health Desk Extra: Human Genome Project

1. What is the Human Genome Project? Which nations have participated in the project? What have been the roles of the public and private sectors? What two separate organizations were involved in the recent genome breakthrough? Why has a spirit of cooperation among scientists been necessary to complete this work? How do the views about the use of human genome research differ between private and public sector researchers?

2. Define the following terms: DNA, gene, cell, chromosome, protein and genome. What are "sequencing," "assembling," and "annotation"? How will the completed human genome revolutionize the diagnoses, treatment, and prevention of diseases? To help students learn more about the history, goals, and potential impact of the Human Genome Project, check out the following HighWired.com lesson plan at: http://www.highwired.com/Classroom/Project/0,2069,23713-52010,00.html.

3. Inform students that Dr. Michael Dexter, director of the Wellcome Trust, which funded the British part of the Human Genome Project, maintains that mapping the human genome is "the outstanding achievement not only of our lifetime but perhaps in the history of mankind." Then have students discuss whether or not they agree with Dr. Dexter. Ask students to substantiate their opinions with facts.

4. Have your students consult the websites below to learn more about the ethical, legal and social issues associated with mapping the human genome. Then, instruct each student to assume the role of a researcher from either the publicly-funded Human Genome Project or the Celera Genomics Corporation, a commercial company. Have students write position papers about whether or not human genome research should be privatized. After students share their papers, have them consider the work that lies ahead for human genome researchers, and whether cooperation between public and private organizations will be maintained.

LINKS:
http://www.ornl.gov/TechResources/Human_Genome/home.html
http://infosrv1.ctd.ornl.gov/TechResources/Human_Genome/project/hgp.html
http://news6.thdo.bbc.co.uk/hi/english/in_depth/sci_tech/2000/human_genome/newsid_749000/749026.s
http://www.cnn.com/2001/HEALTH/02/09/genome.results/
http://www.cnn.com/2001/HEALTH/02/12/humangenome/index.html

http://www.harcourt.com/dictionary/
http://fyi.cnn.com/2001/fyi/news/02/12/human.genome/index.html

EDITOR'S NOTE:
deep vein thrombosis
blood clot
dehydration
heart disease
human genome
privatized
Celera Genomics Corporation

WORLDVIEW

Student Bureau: Asele's Story

1. Locate Ethiopia on a world map. What are some of the key problems facing Ethiopia? What type of assistance are Ethiopians receiving from international relief agencies? Who is Asele Tumta? What challenges do she and her family face, and how are they dealing with these challenges?

2. Point out to students that, according to international aid workers, "The drought that has brought famine to parts of Ethiopia is not as severe as the one that devastated the country in 1984-'85, but the situation has changed since then, both for the better and the worse." Refer students to online resources to identify the contributing factors to Ethiopia's current famine. As a class, discuss how the situation in Ethiopia has changed since 1984-1985. What might the Ethiopian government and the international community learn from the 1984-1985 famine that could help them deal with Ethiopia's current famine?

   EXTENSION: Direct students to the links below to learn more about the efforts of relief agencies in Ethiopia, such as Oxfam America, Save the Children, United Nations World Food Program, U.S. Fund for UNICEF, and U.S. Friends of the World Food Programme. Then, inform students that on January 23, 2001, Ethiopia appealed for 470,000 tons of food aid to feed some 6.2 million people that are expected to be affected by drought this year. Ask: How does this request compare to the requests of previous years? Do you think the international community should grant this request? Why or why not? If so, what would be the role of these agencies?

LINKS:
http://cnn.com/2001/WORLD/africa/01/23/ethiopia.appeal.reut/index.html
http://www.oxfamamerica.org/
http://www.savethechildren.org/siteindex.shtml
http://www.wfp.org/index.htm
http://www.unicefusa.org/
http://fyi.cnn.com/fyi/student.bureau/

Culture Watch: Ethiopia Art

1. Who is Daniel Taye? What are the themes and subjects of Mr. Taye's paintings? What effect does painting have on Mr. Taye? Why do you think his work has been so well received throughout the world?

2. Have students work in groups to learn more about Ethiopia and its border war with Eritrea. To help students focus their research, instruct them to consider the following questions:
   - What is the reason for the fighting between Ethiopia and Eritrea?
   - To what nation did Eritrea belong before its people secured its independence in 1993?
   - What boundaries does Eritrea use in defining its nation?
   - How has this interpretation of Eritrea's national borders prompted violence?

- How has the conflict affected the health and welfare of these nations' citizens?
- What is the status of the conflict?
- What is the role of the United Nations in the conflict?

After students present their findings, have them discuss whether or not they think Ethiopia and Eritrea can achieve lasting peace.

LINKS:
http://www.cnn.com/2000/STYLE/arts/08/28/ethiopian.taye/index.html
http://www.cnn.com/2000/WORLD/africa/09/09/ethiopia.eritrea.ap/index.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/Eritrea.html

Our Planet: Russia Taiga Plunder

1. What is the "taiga"? Where is the taiga located? What is happening to the taiga in eastern Russia? Who is responsible? When did the destruction of this forest start? What recent activities have accelerated its destruction? What resources are being extracted from the taiga?

2. Inform students that, according to the Taiga Rescue Network, "Taiga is the Russian word for Boreal forest, the belt of coniferous dominated forest encircling the northern hemisphere. The boreal forests represent the single largest terrestrial ecosystem on earth and make up one-third of the world's forests, covering 15 million square kilometers." Direct students to the links below to learn why Russia's forests are environmentally and culturally important. Have students consider the taiga's role in mitigating global warming. After students present their findings, discuss how destruction of Russia's forests in the taiga could impact Russia and the international community.

3. In the video, we learn that the widespread destruction of Russia's taiga is directly related to the country's political and economic situation. Have students work in groups to learn more about Russia's current political and economic climate. After students share their findings, ask: What, if anything, could the international community do to help the Russian government preserve the taiga? Is it possible to prevent the taiga from "going into private hands"? Explain.

LINKS:
http://www.taigarescue.org/
http://click.go2net.com/click?clickurl=http%3A%2F%2Fwww%2Efindwhat%2Ecom%2Fbin%2Ffindwh

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EDITOR'S NOTE:
Ethiopia
famine
relief agencies
Eritrea
taiga
Boreal forest
exports
carbon

NEWS CHRONICLE

NEAR Landing

1. What is an asteroid? What is NEAR? Describe the mission of this spacecraft. Why are scientists elated over its mission? Why is the data being collected by NEAR important?

2. What is Eros? Inform students that Eros is only the fifth celestial body touched by a human spacecraft, following the Moon, Mars, Venus and Jupiter. Divide your class into five groups and have each group prepare a multimedia presentation about one of these celestial bodies. Have students identify why scientists are exploring these places, what they have learned from the

expeditions, and the technical and political challenges associated with the different expeditions. Have groups share their information and discuss.

3. Data and images collected by NEAR show signs of geological layering, suggesting that Eros might have been part of a larger body. Direct students to conduct research to learn more about asteroids and share their findings. In class discussion, challenge students to offer their ideas on the origin of Eros, based on what they have learned.

LINKS:
http://www.cnn.com/2001/TECH/space/02/12/near.landing.02/index.html
http://www.cnn.com/2001/TECH/space/02/12/near.landing.02/popup/frameset.exclude.html
http://www.nasa.gov/

EDITOR'S NOTE:
asteroid
Eros
NASA
NEAR

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CNN NEWSROOM Guide

February 14, 2001

The Daily Classroom Guide and Guide Archives may also be accessed at http://CNNfyi.com/teachers.newsroom. Go to "Inside CNN NEWSROOM" and click on "Daily Guide" or "Guide Archive."

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 00:40...01:35

Top Story ... 03:05...04:40
President Bush plans to modernize the U.S. military.

In the Headlines ... 03:00...07:40
Bill Clinton wants his post-presidential office in Harlem.

DAILY DESK ... 00:45...08:25

Business Desk ... 02:30...10:55
States look to regulate harassing calls by telemarketers.

Business Desk Extra: Internet Spam Mail ... 01:30...12:25
Unsolicited e-mail is a problem for many Internet users.

Ask CNN ... 00:50...13:15
How is the person who rings the New York Stock Exchange bell chosen?

WORLDVIEW ... 00:35...13:50

Culture Watch ... 03:00...16:50
One psychologist believes there should be more laughter at work.

Business Brief: Credit Card Cloning ... 02:30...19:20
Credit card cloning is rampant in England.

Taking Care of Business ... 05:40...25:00
Canadian retailers often find the cost of doing business in the U.S. daunting.

NEWS CHRONICLE ... 00:20...25:20

Valentine DNA ... 02:00...27:20
For some, DNA is the perfect Valentine's Day gift.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S. Military

1. How does President George W. Bush plan to boost military morale? How much money is Mr. Bush expected to budget for the U.S. military next year? How would this money be spent?

2. What are President Bush's three priorities for the new, modern U.S. military? What is NATO? According to CNN's Major Garrett, "The upcoming struggle over weapons and money is as much about the future of the military as the future of U.S.-NATO relations." What does this statement mean? How do you think Mr. Bush's proposed transformation of the U.S. military will affect U.S.-NATO relations? If necessary, refer students to the last two websites below to learn more about the history and purpose of NATO.

3. What is Mr. Bush's position on developing an anti-missile system? Refer students to multimedia resources, including the fourth and fifth websites below, to learn more about the U.S. missile shield defense proposal. Divide your class into five groups to prepare a presentation about the role of either North Korea, Iran, Iraq, Alaska, or Russia in the missile shield defense proposal. Following the presentations, ask: Do you think any threat to the U.S. made by North Korea, Iran, or Iraq could be solved diplomatically, without a missile shield? Why or why not? Why do you think Russia and China view a U.S. missile defense shield as a security threat? Do you think the proposed missile defense shield would enhance global security? Discuss.

4. What is the role of new technology in Mr. Bush's attempt to "redefine warfare"? Where would the money for Mr. Bush's proposed 2002 military budget come from? Inform students that Mr. Bush plans to recommend that Congress allocate $2.6 billion to the Pentagon as a "down payment on the research and development that lies ahead." Divide your class into two groups to debate whether or not Congress should allocate this money. Instruct students to research how funding Mr. Bush's proposed military budget would impact domestic programs and the Pentagon.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/13/bush.norfolk/index.html
http://www.cnn.com/2001/ALLPOLITICS/02/12/bush.military.02/
http://www.cnn.com/2001/ALLPOLITICS/02/09/bush.military/index.html
http://cnn.com/interactive/world/0006/missile.defense/frameset.exclude.html
http://www.state.gov/www/global/arms/treaties/abmpage.html
http://www.state.gov/www/regions/eur/natoindex.html
http://www.nato.int/

In the Headlines: Clinton's Harlem Office

1. Where is Harlem located? Why is Harlem historically significant? How is gentrification impacting Harlem and its residents? Why does President Clinton want to locate his post-presidential office in Harlem? Do you support Mr. Clinton's decision? Why or why not?

2. Do you think it is possible to stimulate business in Harlem without compromising the community's historical and cultural integrity? Why or why not? If so, how?

3. What are "Empowerment Zones"? Refer groups of students to the links below to learn more about the history of Empowerment Zone legislation, the goal of the Empowerment Zone program, and different Zone initiatives. Then, have each group select a rural or urban Empowerment Zone and investigate the pros and cons of the Zone initiative. Before students begin their research, point out that, according to researchers, "Preceding the (Empowerment Zone) legislation, critics predicted:

- Businesses will not move into deprived areas just for tax incentives; the costs (isolation, lack of security, poor infrastructure and scarcity of skilled workers) outweigh the benefits.
- Small businesses will not be able to hire the large numbers of unemployed residents, especially at good wages.
- Jobs will not go to zone residents."

Instruct each group to assess the impact of its Zone initiative. Were the critics' concerns justified? After students present their findings, have them write position papers on whether or not they support the Empowerment Zone program.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/13/clinton.office/index.html
http://www.urban.hud.gov/urban
http://www.flintspark.com/uplan/empzones.htm
http://www.ezec.gov/

EDITOR'S NOTE:
U.S. military
morale
NATO
missile shield
gentrification
Harlem
renaissance
Empowerment Zones

DAILY DESK

Business Desk: "Do Not Call" Laws

1. What is telemarketing? Why do some businesses and charitable organizations make these calls? What actions is New Jersey's state legislature considering to relieve consumers from unwanted telemarketing calls? Why are some consumer advocates critical of "do not call" lists? What exceptions to these lists exist?

2. Why does one consumer advocate in the video feel that national anti-telemarketing laws are needed? How does the telemarketing industry respond to this idea? How many U.S. states have "do not call" lists? What other method of dealing with telemarketers was presented in this segment? Which do you think is more effective? Why?

3. The telemarketing industry says it has the same rights as other businesses and citizens, and points to the First Amendment's freedom of speech clause to support its marketing approach. Many consumers say the telemarketing calls are intruding on their private lives. With whom do you agree? Why? Discuss how either argument, taken to its extreme, could actually challenge civil liberties.

4. Direct your students to learn more about their state's approach to telemarketing. Have students contact their state government to answer the following questions:
   - What state laws exist to regulate telemarketing?
   - When and how are telemarketers allowed to contact consumers?
   - Does your state have a "do not call" list? Is there a charge to the consumer for placement on this list?
   - Are there any exemptions to either the telemarketing regulations or the "do not call" list?
   - What state agency is responsible for consumer complaints regarding telemarketing violations?
   - What is the consumer's ultimate recourse against "nuisance" calls?

   Share student findings and discuss: Are there any obvious "loopholes" in your state's telemarketing regulations? If so, could these be addressed without jeopardizing the rights of consumers, charitable

organzations, or businesses who use telemarketing? Have each student write a paper proposing realistic measures designed to minimize telemarketing problems in your state.

LINKS:
http://www.junkbusters.com/ht/en/fcc.html
http://www.junkbusters.com/ht/en/telemarketing.html
http://Telemarketing-Laws.com/
http://www.simplesimon.com/support/statelaws.htm

Business Desk Extra: Internet Spam Mail

1. What is "spam"? How do spammers get e-mail addresses? How can Internet users protect themselves against unwanted e-mails? What is your opinion of "permission-based marketing"?

2. As a class, brainstorm ways that businesses keep their names, products, and services in front of consumers. List the students' ideas on the board. Ask students to consider these ideas from a consumer's point of view: Are any of these methods invasive or bothersome? If so, which ones? Discuss why some of these methods, such as telemarketing and junkmail, are still used by some businesses in spite of their less-than-favorable consumer perception. Compare "spam" to these methods. In your opinion, what would have to happen for businesses to abandon these practices?

3. What legislative and consumer actions are being taken to stop spamming? Have students work in groups to research pending legislation and consumer responses to "spamming." After students share their findings, ask: Which of these actions could be effective in bringing an end to spamming? Why?

LINKS:
http://www.junkbusters.com/
http://www.junkbuster.com/stopspam.html
http://www.bc.sympatico.ca/Sympatico_Help/FAQ/spam.html
http://www.tigerden.com/junkmail/othersites.html

EDITOR'S NOTE:
telemarketing laws
consumer advocate
spam

WORLDVIEW

Culture Watch: Britain Laughing Matters

1. What are the health benefits of laughter? What are "endorphins"? Have you ever used laughter to deal with stress? If so, give an example. Who is Mariana Funes? What is her philosophy about using laughter in the workplace? Do you think this philosophy would hold up in your classroom? Why or why not?

2. Remind students that, in the video, actor Edward Phillips, citing Mark Twain, states, "No religion, no philosophy, no country, however bad, can be undermined by oppression, by revolt, or by revolution. There is only one thing that will undermine tyranny of any kind...and that is humor." Have students discuss the meaning of this quote. Challenge students to think of examples that illustrate Mr. Twain's message.

3. Directs students to the links below to learn about the health benefits of laughter. Students my be

surprised to learn that there is quite a bit of scholarly research being done on the subject. Challenge pairs of students to identify applications for "laughter therapy." Have students draw upon their research to write a report that outlines their laughter interventions, and how they would enhance the physical, emotional, social, or spiritual well-being of those involved.

LINKS:
http://www.aath.org/home_1.html
http://www.mother.com/JestHome/
http://www.uni-duesseldorf.de/WWW/MathNat/Ruch/humor.html

Business Brief: Credit Card Cloning

1. What is credit card fraud? To what extent is credit card fraud a problem in England? In your country? Why do you think credit card fraud is rampant? What new technology is being used to improve the security of credit card use?

2. Why is credit card fraud bad? Who gets hurt? Have students research the impact of fraud on credit card companies, banks, and consumers. Direct students to the first link below and other online resourses to identify the legal penalties associated with credit card fraud. Do you think these penalties are appropriate? Why or why not? If not, how should they be changed?

   EXTENSION: Have students consult the last link below to learn how consumers can guard against credit card fraud. Discuss.

LINKS:
http://consumer.findlaw.com/
http://click.hotbot.com/director.asp?id=2&target=http://www.lycos.com/business/cch/guidebook.html%3
http://www.ftc.gov/bcp/conline/pubs/credit/cards.htm

Taking Care of Business: Tristan and America

1. What type of business is Tristan and America? Who founded the company and when was it established? Why are the owners of Tristan and America considered entrepreneurs? How do their skills complement each other?

2. What are "vertical operations"? How have vertical operations helped the company to succeed? To what extent have customer loyalty and marketing contributed to the success of Tristan and America?

3. Why have Gilles Fortin and Denise Deslauriers always wanted to move their company from Canada to the U.S.? Why is the U.S. a tough market to conquer? How is Tristan and America different from other U.S.-based retail clothing chains? What strategy are the owners of Tristan and America using to conquer the U.S. market? What is an "IPO"? How might an initial public offering of stock help the owners of Tristan and America expand their business in the U.S.?

4. Why do you think that the cost of doing business in the U.S. is higher for Canadian citizens? Have students consider the value of the Canadian dollar versus the U.S. dollar. Why has the Canadian dollar been weaker than the U.S. dollar?

5. Why do Canadians have an easier time doing business in the U.S. than other nations' citizens? Have students consider issues such as geography, language, cultures, customs and laws. Then, use this segment to introduce your students to the North America Free Trade Agreement (NAFTA). Direct students to the last link below to learn about the history, objectives, and status of NAFTA. Pose the following questions to help guide students' research:
   1. What are tariffs?
   2. What are other barriers to free trade? How does NAFTA address these barriers?
   3. How do American labor unions feel about NAFTA?

4. How does NAFTA affect Canadian (and Mexican) companies that want to do business in the U.S.?

After students share their findings, discuss whether it would be easier or tougher for Tristan and America to do business in the U.S. if NAFTA did not exist.

LINKS:
http://www.tristan-america.com/
http://click.go2net.com/click?clickurl=http%3A%2F%2Fwww%2Efindwhat%2Ecom%2Fbin%2Ffindwh

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EDITOR'S NOTE:
Canada
retail
entrepreneur
Credit card cloning
fraud
laughter

NEWS CHRONICLE

Valentine DNA

1. How much money will Americans spend on candy and roses for their valentines this year? What unique Valentine's Day gift is featured in the video? What message do you think the DNA pendant conveys to the recipient?

2. What is your opinion of the DNA pendant? Do you think it will become a popular Valentine's Day gift in years to come? Why or why not? Challenge students to think of other new and unique Valentine's Day gifts. After students share their ideas, have them consider which of these gifts would appeal to the general public. How might these gifts be marketed?

3. What is DNA? What are some of the scientific applications for DNA? Direct pairs of students to prepare oral reports about the role of DNA in areas such as the Human Genome Project, cloning, and law enforcement. Have students share their information with the class.

LINKS:
http://www.bartleby.com/65/nu/nucleica.html
http://www.ornl.gov/TechResources/Human_Genome/home.html
http://www.harcourt.com/dictionary/

EDITOR'S NOTE:
DNA
Valentine's Day
centrifuge
pendant

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CNN NEWSROOM Guide

February 15, 2001

CNN NEWSROOM wants to hear your stories! How do you use the program in your classroom? What do your students enjoy most about the show? As a teacher, which part of the program works best in your class? Email us at heather.higgins@turner.com. First 20 responses get a special gift from the Cartoon Network.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 00:45...01:35

Top Story ... 06:10...07:45
Congress questions TV executives on the media's coverage of the 2000 U.S. presidential election.

DAILY DESK ... 00:30...08:15

Science Desk: Green Monkey ... 02:40...10:55
Scientists hope a recent genetics experiment will have broader future implications.

WORLDVIEW ... 00:35...11:30

World of Science: China Space ... 02:20...13:50
China prepares for manned space flight.

World of Science: Germany Space Trips ... 02:20...16:10
A German TV company wants to hold a "win a trip into space" contest.

One World Habitat: Chesapeake Bay Watermen ... 05:35...21:45
Some Chesapeake Bay fishermen still make their living the old-fashioned way.

NEWS CHRONICLE ... 00:30...22:15

Special Series ... 05:00...27:15
CNN NEWSROOM's Tom Haynes profiles entrepreneur and drag racer Harold Martin.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Making the Call

1. What is the role of TV news networks during a U.S. presidential election? Why was the 2000 presidential election historically significant? Why have top executives from America's leading news organizations been summoned to Washington? According to the executives featured in the video, why did the news networks mistakenly declare Al Gore the winner of the 2000 presidential election?

2. As a class, have students explain the election process and the way state ballot results are revealed. To what extent do these factors influence the media's reporting of the election results? What is the Voter News Service? Why is this organization a target of criticism? What changes to election coverage is the House Energy and Commerce Committee recommending? What is your opinion of these proposed changes?

3. Group students and challenge each group to create a plan to improve how television news networks report presidential election results. Students will want to consider the election process, and the extent to which polling, high ratings, and accurate reporting are important to the networks. After each group presents its plan, discuss the pros and cons of each plan, for citizens, TV news networks, and the democratic process.

4. According to a recent Gallup Poll, how do television journalists rate in terms of honesty and ethical standards? What do you think of television news reporting? Invite a local television journalist to talk to your class about the business of television news. Ask the speaker to explain:
   - how a news show is put together
   - how stories are selected and developed
   - the challenges of producing a news story
   - the evolution of television journalism, and the difference between national and local news shows
   - how television journalism differs from other types of journalism.

   Following the presentation, have students discuss whether or not their perceptions of television news reporting has changed as a result of the presentation.

LINKS:
http://www.cnn.com/ALLPOLITICS/time/2000/11/20/close.html
http://www.cnn.com/2001/ALLPOLITICS/02/14/election.calls.02/index.html
http://www.cnn.com/2001/ALLPOLITICS/02/14/election.calls.01/index.html
http://www.cnn.com/2001/ALLPOLITICS/stories/02/02/cnn.statement/
http://fyi.cnn.com/fyi/interactive/news/10/election.special/teachers/bg.6.html

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EDITOR'S NOTE:
House Energy and Commerce Committee
television journalists
election coverage
Voter News Service
Gallup Poll

DAILY DESK

Science Desk: Green Monkey

1. From where did ANDi get his name? In what way is ANDi different from other monkeys? How did the genetic alteration take place? What happened in the previous attempts to insert a jellyfish gene into monkeys? How are scientists hoping to use the information gained in this project to help humans? How have animal rights activists responded to this research?

2. What ethical issues do you think are raised when scientists do this kind of research? At what point, if any, do you think that the potential to save human lives outweighs the negative effects experiments such as this can have on animals? Explain. How do you think scientists can maximize

safety and security in experiments such as this?

3. Normally, viruses replace a small piece of DNA within cells they invade, and turn the cells into virus producers. In this story, a virus was used to place a glowing hair gene into the egg cell of a monkey, which, in theory, should produce a monkey with glowing hair. What adds difficulty to the process is that it is hard to predict with certainty which piece of the monkey's DNA will be replaced in the process. Working in small groups, have your students research the process by which viruses replace DNA and find one current application of this process (other than the one in the news story). Have each group:
   - Use the websites below and other current sources of information to research how viruses reproduce.
   - Create a set of posters or a computer-based slide show illustrating and explaining the process.
   - Research current uses of viruses in the eugenics (changing the genetic makeup of living things) field. Within their research, be sure to have students include an investigation of retroviruses, how they reproduce, and for what they are currently being used.
   - Have students summarize their research on the back of the last poster or in a word-processed document added onto their slide show.

   Discuss the merits and risks of this type of research with your students in an attempt to create a set of standards that could be used by science to determine the ethicality of a eugenics project. As a test case, apply the standards created by the class to the monkey in the story.

LINKS:
http://www.nhgri.nih.gov/Policy_and_public_affairs/Communications/Publications/Maps_to_medicine/
http://www.accessexcellence.com/AB/GG/retrovirus.html
http://www.tulane.edu/~dmsander/WWW/335/Retroviruses.html
http://www.bocklabs.wisc.edu/virusviztop.html
http://www.sciam.com/1999/0199issue/0199laverbox1.html

EDITOR'S NOTE:
eugenics
virus
DNA
cloning

WORLDVIEW

World of Science: China Space

1. What is China doing to prepare for manned space flight? When do the Chinese hope to have astronauts in space? What is the Shenzhou? What two nations have put people in space? What do many Chinese envision as the future of China's space industry?

2. Working in small groups, have students research the political, social, cultural and economic changes that have occurred in China since the end of the Cold War, and the status of China's relationship with the international community. After students share their findings, inform them that, according to political analysts, "Beijing sees it (the space program) as key to building international prestige and transforming China into a modern power." Have students write opinion papers discussing what it means for a nation to be "a modern power," and whether a national space program will transform China into a modern power. Ask students to consider how developing China's space industry will benefit China's society, economy, and military.

3. Direct students to multimedia news sources to investigate how the U.S. and Russia are responding to China's developing space program. Have each student write a letter from the perspective of either an American or Russian citizen that describes his/her view on China's expanding space program. Instruct students to consider how relations between China, America, and Russia have evolved during the last 30 years. Have students substantiate their opinions with facts.

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/east/02/07/china.space.ap/index.html
http://www.spacechina.com
http://www.freerepublic.com/forum/a37708d7a6fa1.htm
http://news.bbc.co.uk/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_459
http://search.asiaco.com/China/Society_and_Culture/

World of Science: Germany Space Trips

1. What is "reality TV"? What is the concept of Brainpool's proposed reality TV series? How is this reality TV series different from other types of reality-based TV shows? What knowledge and skills must the show's contestants obtain? Would you want to be on the series? Why or why not?

2. What expenses would Brainpool incur to "launch" the show? How do you think Brainpool, TV broadcasters, and Internet providers stand to profit from the TV series if it succeeds? Do you think the TV series is a good idea? Why or why not?

3. Direct students to the websites below to learn more about the history and objectives of the International Space Station (ISS) and astronaut training. Next, divide your class into four groups and have each group assume the role of either Russian or American ISS representatives, Brainpool executives, or potential sponsors of the TV series. Then, instruct students to convene a forum to discuss the benefits and drawbacks of Brainpool's proposed series. Have students consider whether or not the TV show would diminish the integrity of the ISS program.

LINKS:
http://www.spaceflight.esa.int/file.cfm?filename=astronauts
http://www.nasa.gov/

One World Habitat: Chesapeake Bay Watermen

1. Locate Chesapeake Bay on a U.S. map. What are "watermen"? How have the watermen's methods of fishing changed over time? What is the status of the Chesapeake Bay's oyster population? Why are the bay's oysters in jeopardy? Why is it important to protect and increase the population of the bay's oysters?

2. What is a skipjack? What is the status of Maryland's skipjack fleet? Why do you think some watermen continue to use skipjacks? Why are Maryland's skipjacks historically significant? According to Chesapeake Bay Maritime Museum Director John Valliant, "By saving these vessels we believe we're really saving their (the fishermen's) way of life, a culture." Why is historical preservation important? What are other examples of historical preservation projects? How have these restoration or preservation efforts benefited the local communities in which they occur?

3. What vocations, like fishing, have changed as a result of industrialization and the introduction of new technologies? What are the pros and cons of these changes? Have students consider the environmental, economic, and cultural impact of these changes.

4. In the video, we learn that the Mid-Atlantic region is rich in history and culture. Have students make a list of the region's historical and cultural elements that were mentioned in the video. Group students and assign each group a topic from the list. Have groups prepare multimedia presentations about their topics and present them to the class.

   EXTENSION: Direct students to the links below to learn more about the steps that are being taken to restore the Chesapeake Bay's oyster population. Point out to students that oysters are vital to their ecosystems because they are filter feeders. Adult oysters can filter up to 100 gallons of water per day by extracting tiny particles of algae and detritus (decomposing matter). If these particles were not filtered, they would grow out of control and use up all the oxygen in the water (hypoxia).

Challenge your students to learn more about the role that filter feeders play in ecosystems. Divide the class into groups. Have each group:

1. Research one organism from within one of the following filter feeder categories: mollusks, sponges, bryozoa, brachiopods, clams, barnacles, sand dollars, urchins, echinoids. Use the websites below to find out which specific organisms are listed within each category.
2. Make an anatomic illustration showing how the organism's filtration process works. This should be a cutaway diagram that shows and labels the internal and external structures participating in the filtration process.
3. At the bottom of the page, list the function for each structure labeled above.
4. On the back of the drawing, explain what kinds of particles the organism filters and what could happen if this organism were removed from its ecosystem. Have each group present its organism to the class. Discuss how these organisms might interconnect in an ecosystem, using Chesapeake Bay as an example. Infer the contagion effects that could occur among the filter feeders if one or more were to disappear. Then ask: Do you think the government of Maryland should have loosened fishing restrictions on the skipjacks? Discuss.

LINKS:
http://www.cbmm.org/
http://www.mdarchives.state.md.us/msa/mdmanual/01glance/html/symbols/boat.html
http://kids.infoplease.lycos.com/ce6/us/A0811720.html
http://www.cbf.org/
http://www.qrwa.org/Education/New_Haven_Oysters.html
http://www.bayjournal.com/00-01/filter.htm

EDITOR'S NOTE:
Shenzhou
China
space industry
reality TV
astronaut
International Space Station
Chesapeake Bay
skipjack

NEWS CHRONICLE

Special Series: Black History Month: Harold Martin Profile

1. Who is Harold Martin? How did he get involved in drag racing? What are some of Mr. Martin's personal and professional accomplishments? Why did Mr. Martin leave General Motors? What risks did he assume when he started his own business? Do you think you would have done the same thing, had you been in Mr. Martin's position? Why or why not?

2. How did Mr. Martin's upbringing influence his ability to succeed? How would you describe his philosophy of success? In the video, Mr. Martin states that, " A young Harold Martin today has even greater opportunity than I had to succeed." What does he mean? Do you agree with Mr. Martin? Why or why not? Do you think Mr. Martin is a good role model for kids? Explain.

3. Point out to students that one of the reasons Mr. Martin has been successful is because he chose an occupation that is related to his talents and interests. Have each student create a list of his/her interests and abilities. Next, refer students to their guidance counselor, library, and online resources, to identify vocational opportunities that are related to their abilities and interests. Then, for each vocational field, have students find out what education and training is required, as well as what job opportunities are available. Have students present their research in essays or presentations.

4. What is drag racing? How does it differ from other forms of automobile racing? Inform students that, "Drag racing, which grew out of the often illegal sprints held among American teenagers during the 1950s, involves acceleration tests among extremely powerful cars over .25-mi (.4025-km) courses at speeds exceeding 300 mph (483 kph)." Direct students to the links below to learn more about drag racing and Mr. Martin's contribution to the sport. What does the future hold for drag racing? Why do you think people get involved in the sport? What skills do you think a competitive drag racer should have? Does drag racing appeal to you? Why or why not?

   EXTENSION: Inform students that auto racing is the fastest-growing spectator sport in the U.S. Then have students review the websites below and other resources to learn more about racing and its impact on the sports world and on the economy. Discuss some reasons for the sport's popularity. What other industries and businesses are benefiting from this growing sport?

LINKS:
http://www.acdelco.com/talk/5140.htm
http://www.summitracing.com/stories/IHRA-SUMMIT/20001211-083802-0.htm
http://www.ihra.com/news/
http://www.bartleby.com/65/au/automobrac.html
http://www.draglist.com/
http://www.draglist.com/hill.htm

EDITOR'S NOTE:
Harold Martin
entrepreneur
electronic fuel injection system
drag racing
engineer

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CNN NEWSROOM Guide

February 16, 2001

CNN NEWSROOM wants to hear your stories! How do you use the program in your classroom? What do your students enjoy most about the show? As a teacher, which part of the program works best in your class? Email us at heather.higgins@turner.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 00:25...01:15

Top Story ... 06:35...07:50
-President Bush plans to visit Mexico.
-CNN's Garrick Utley looks at the history of U.S.-Mexico relations.

DAILY DESK ... 00:20...08:10

Editor's Desk ... 02:30...10:40
A U.S. printing house publishes a Bible crafted in the tradition of the Gutenberg Bible.

WORLDVIEW ... 00:30...11:10

Culture Watch ... 03:05...14:15
A Belgian ice sculpture exhibit depicts the Ice Age.

One World Habitat: New Zealand Seals ... 02:50...17:05
Endangered seals thrive on New Zealand's Kangaroo Island.

World Science: Deep Sea Oil Wells ... 04:25...21:30
New technologies are being developed to drill for oil in the deep sea.

NEWS CHRONICLE ... 00:30...22:00

Rod Paige Profile ... 03:25...25:25
CNN's Kathy Slobogin profiles U.S. Secretary of Education Rod Paige.

High-Tech High School ... 02:10...27:35
A charter school in Fresno, CA is on the cutting edge of hi-tech education.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S.-Mexico Relations

1. What issues are on the agenda for U.S. President George W. Bush's meeting with Mexican President Vicente Fox? Why is trade between the U.S. and Mexico important to both nations? Why do many Mexicans work as migrant laborers in the U.S.? Why do you think Mr. Bush opposes an open border and amnesty for Mexicans living in the U.S.?

2. Group students. Have each group learn more about the positions of the U.S. and Mexico on one of the following issues: immigration, trade, drug trafficking, and the export of energy from Mexico to the U.S. Have each group present its findings to the class. Then, reconvene the groups and challenge each group to write a role play about its issue, in which one group member acts as President Bush and one member acts as President Fox. After groups perform their role plays, ask students to predict the outcome of the meeting between Mr. Bush and Mr. Fox. Are any agreements likely to be reached? If so, on what issues?

3. Have students locate the U.S.-Mexico border on a map of North America. How many miles long is the border? Why is it "remarkable" that the U.S.-Mexico border is peaceful? Why have the Mexican and American governments kept their armies far from the border?

4. When did the war between Mexico and the U.S. take place? What area of land did the U.S. acquire as a result of the war? Refer students to library resources and the last link below to learn more about the history of the war between the U.S. and Mexico and its impact on U.S.-Mexico relations. Have each student write a fictional essay about the war, or a subsequent period in U.S.-Mexico history, from the perspective of an American or Mexican teenager. Instruct students to reference historical figures and events. Have students share their essays and consider how Americans' and Mexicans' perspectives of events differ.

LINKS:
http://cnn.com/2001/TECH/industry/02/15/wired.mexico.idg/index.html
http://www.mexonline.com/index.htm
http://www.usmcoc.org/index.html
http://www.usbc.org/
http://www.bartleby.com/65/me/MexicanW.html

EDITOR'S NOTE:
U.S.-Mexico border
migrant
Vicente Fox
trade
immigration
drug trafficking

DAILY DESK

Editor's Desk: Last Handcrafted Bible

1. Who was Johannes Gutenberg? Why is the Gutenberg Bible historically significant? How do modern and traditional printing methods differ? Do you think modern printing methods compromise the integrity of a book? Explain. How long will it take Andrew Hoyem to produce 400 Bibles using traditional methods? How much do Mr. Hoyem's Bibles cost? Do you think these prices are reasonable? Why or why not?

2. The invention of the printing press represented an important phase in the evolution of human communication. Refer students to multimedia resources to learn about how human communication has evolved over the centuries, from the first use of oral communication around 100,000 B.C. to the

advent of the Internet. Help students create a timeline that depicts the chronology of human communication and the impact of specific innovations, such as the invention of the alphabet, the printing press, books, radio, the telephone and television. Following a discussion of the timeline, ask students: Based on what you have learned, how do you think new computer, wireless, and digital technologies will impact the future of human communication? What will be gained? What will be lost? Do you think it's important to preserve traditional communication methods, like the printing press? Why or why not?

LINKS:
http://www.cnn.com/2000/US/12/24/handcrafted.bible/index.html
http://www.cnn.com/2000/STYLE/arts/12/22/bible.sale/index.html
http://www.arionpress.com/
http://lamar.colostate.edu/~hallahan/hchron.htm

EDITOR'S NOTE:
literary
Gutenberg Bible
industrial revolution
cylindrical press
typesetter

WORLDVIEW

Culture Watch: Belgium Ice Art

1. Where is the ice sculpture festival taking place? Why is this festival historic? What is the theme of the main exhibit? Which countries are the sculptures from? How much snow and ice was used in the exhibit? What was the source of the ice and snow?

2. How do you think sculpting ice and snow compares to other sculpting mediums, such as marble or wood? What challenges do you think the artists encountered while creating the Ice Age exhibit?

3. What was the Ice Age (or Pleistocene epoch)? Send groups of students on an online scavenger hunt to learn more about the Pleistocene epoch and its place in the geologic timescale. Have students locate the answers to the following questions:
   1. When did the Pleistocene epoch occur? How long did it last?
   2. What type of topographic and climatic changes occurred during the Pleistocene epoch?
   3. What fauna were present during the Pleistocene epoch?
   4. When did modern humans first appear on the scene? What were the migration patterns of humans?
   5. How did this epoch influence the development of agriculture?

   After students share their findings, have each group create a 3-D model that depicts a different aspect of the Pleistocene epoch. Have students display their 3-D models in your school's library.

LINKS:
http://www.sculptor.org/Ice.htm
http://www.brugge.be/toerisme/en/index.htm
http://www.nmnh.si.edu/VirtualTour/Tour/First/IceAge/index.html
http://insticeagestudies.com/
http://www.bartleby.com/65/x-/X-IceAge.html

One World Habitat: New Zealand Seals

1. Why were New Zealand's seals on the brink of extinction in the 1800s? What is the current status of

New Zealand's seal population? Where is Kangaroo Island located? Why are seals thriving on Kangaroo Island? What do scientists hope to learn from studying the seals on Kangaroo Island?

2. What is a "pinniped"? (A pinniped is a suborder of aquatic carnivorous mammals, such as a seal or walrus, in which all four limbs are modified into flippers.) Refer students to multimedia resources, including the websites below, to learn about the 33 species of pinnipeds and how different organizations are protecting them from extinction. Have each student select a pinniped species and create a chart depicting how its ecosystem would be affected if the species were to become extinct. Next, have groups create posters to educate their peers about the plight of the world's pinnipeds.

LINKS:
http://www.greenchannel.com/tec/seals.htm
http://www.greenchannel.com/tec/species/species.htm
http://www.greenchannel.com/tec/species/nzfursl.htm
http://www.walkabout.fairfax.com.au/smh/locations/SAKangarooIsland.shtml

World Science: Deep Sea Oil Wells

1. Where does oil come from? Why are explorers searching the deep sea for oil? What technologies are used in this process? Why are oil companies going to the Naval Sea Systems in Bethesda, Maryland? Why are rocks important to locating oil? What is a geologist? What role do geologists have in deep sea oil exploration?

2. What are fossil fuels? Point out to students that fossil fuel depletion is a major global concern. According to the Alternative Energy Organization, "Estimated western world resources are sufficient to satisfy demand for only 42 years, though some experts maintain that global fossil fuel resources will be around for 100 years." To what extent does the world depend on fossil fuels? How would the depletion of fossil fuels affect you? Have students create web charts that depict how energy is important to different aspects of their nation's infrastructure. Discuss how energy is essential to the development and stability of their country.

3. Inform your class that the energy industry is working to develop renewable energies, such as biomass, geothermal, and solar energies. Group students. Refer groups to the links below to learn more about the issues confronting the energy industry. Then, have each group prepare a presentation about the environmental and economic pros and cons of either a fossil fuel or a renewable energy source. After students compare and contrast their findings, ask: Which energy source do you think is the best and why? What challenges are associated with switching from fossil fuels to renewable energy resources? Have students consider the political, technological, and economic ramifications.

4. Direct students to online resources, including the last two websites below, to learn more about oil companies' efforts to harvest deep sea oil reserves and develop renewable energies. Instruct students to consider the environmental and economic risks associated with deep sea oil drilling. Have students share their findings, and discuss whether oil companies should focus on harvesting deep sea oil reserves or developing alternative fuel sources.

LINKS:
http://www.georgedreher.com/TrillionBrlOil.html
http://www.aip.com.au/education/projects/pt_offshore/
http://www.georgedreher.com/TrillionBrlOil.html
http://oilonline.com/news.html

EDITOR'S NOTE:
Ice Age
Neanderthal
sculpture

New Zealand
seals
pinniped

NEWS CHRONICLE

Rod Paige Profile

1. Who is Rod Paige? To what Cabinet position has Dr. Paige been appointed? What is Dr. Paige's general philosophy on public education and education reform? How did Dr. Paige's upbringing influence his philosophy on education? What school district did Dr. Paige head prior to becoming Secretary of Education? What changes did he make to improve education in the district?

2. What major challenges lie ahead for Dr. Paige in his role as Secretary of Education? Point out to students that President George W. Bush's education reform plan calls for:
    1. "annual testing of children in math and reading from grades three through eight
    2. a significant increase in the frequency of student performance assessment
    3. an increase in federal funds for teacher training
    4. rewarding school districts and schools that improve student performance with more money, and punish those that fail to show improvement by cutting federal funds
    5. a voluntary voucher system where parents with children whose schools fail to show improvement over three years can obtain federal aid -- roughly $1,500 per year -- to pay for private school tuition, a private tutor or for transportation to an alternative public school."

    Then divide your class into five groups and have each group research one of Mr. Bush's proposed reform initiatives. Have students examine the pros and cons of the initiatives. How might differing political ideologies in Congress and the influence of pressure groups impact the implementation of these initiatives? After each group presents its findings, have students discuss whether or not they support these initiatives.

LINKS:
http://cnn.com/2001/ALLPOLITICS/stories/01/24/paige.swearing.in/index.html
http://www.ed.gov/

High-Tech High School

1. What is a "charter school"? Where is the Center for Advanced Research and Technology (CART) located? What subjects are taught at CART? Why is CART unique? How much did it cost to build CART? What types of technologies are used at CART? How does the use of technology at your school compare to the way technology is being used at CART?

2. Why do you think the school is built on a business model? What is the educational philosophy at CART? How does CART's educational philosophy differ from the educational philosophy at your school? What are the pros and cons of each philosophy? Do you think it is important for students to learn about new technologies? Why or why not? What is your opinion of CART? Would you want to attend this school? Why or why not?

3. What is the purpose of school-based education? Challenge groups of students to develop their own educational philosophies and to design high school programs that reflect these philosophies. Direct students to consider the following issues when designing their school programs: the abilities and interests of the students, the use of technology, curriculum content, class structure, methods of teaching and evaluating students, and teaching tools. Following each presentation, have students discuss the benefits and drawbacks of the program.

LINKS:
http://www.ed.gov/Technology/
http://dir.yahoo.com/Education/Theory_and_Methods/
http://www.educacao.pro.br/

EDITOR'S NOTE:
Rod Paige
U.S. Secretary of Education
voucher
education reform
charter school
technology

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CNN NEWSROOM Guide

February 20, 2001

CNN NEWSROOM wants to hear your stories! How do you use the program in your classroom? What do your students enjoy most about the show? As a teacher, which part of the program works best in your class? Email us at heather.higgins@turner.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 01:25...02:20

Top Story ... 08:45...11:05
-Texas is the model for Pres. Bush's educational testing plan.
-One university plans to drop the S.A.T. as an admission requirement.

DAILY DESK ... 00:25...11:30

Health Desk ... 02:05...13:35
Many working Americans are without health insurance.

WORLDVIEW ... 00:25...14:00

Political Front ... 07:25...21:25
Basque radicals wage a separatist war in Spain.

Around the World ... 02:50...24:15
The American Red Cross wants a ban on European blood donations.

NEWS CHRONICLE ... 00:35...24:50

Special Series ... 02:45...27:35
The Freedman's Bureau helped 4 million ex-slaves integrate into a free society.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Testing Education

1. What is the focus of President Bush's activities this week? Where will he travel to promote his education agenda? What are the president's proposals for testing students? Why does he feel this testing is necessary? Why are some critical of his plan? By how much does the president want to

increase federal spending on education?

2. How is Parker Elementary School "a prime example of the Texas success story"? What percentage of its students pass the state's mandatory annual tests? What is the name of the test they take? Why are some critical of the TAAS? Why does Linda McNeil worry about the accountability factor? What does Principal James McSwain think of these tests? Why does he feel this way?

3. Who is Jim Nelson? How does he respond to the charge that some schools focus too much on preparing for the tests? What did a recent Rand study reveal about the dramatic gains Texas students have made on their tests? What other comparisons have yielded conflicting results about student achievement in Texas? What is the strongest indictment made against Texas' testing system? What is the state's official dropout rate? What have other researchers claimed about this statistic?

4. Generate a class discussion about the term "accountability." What does it mean? Who do students feel should be held accountable for their academic performance? Why? Have students conduct research to learn more about standardized testing and accountability in education, and share their findings. Direct each student to write an essay in response to this question: Would you support President Bush's plan for testing and educational accountability in your school?

5. For what purpose do students take the Scholastic Aptitude Test (S.A.T.)? What are two parts of the S.A.T.? Why does Gaston Caperton, President of the College Board, believe the S.A.T. is essential? Who is Dr. Richard Atkinson? Why does he want his college to drop at least part of the S.A.T.? How do some students in the video feel about this idea? What does Dr. Atkinson want to use as a replacement for the S.A.T.? If the University of California approves his decision to discontinue the test, when would it go into effect?

6. If your students are unfamiliar with the S.A.T., use this opportunity to introduce them to the elements of this test. The last three websites below provide information about the S.A.T. Invite one of your school's guidance counselors to explain how colleges use the test, and general ways that students can prepare for it.

LINKS:
http://www.tea.state.tx.us/student.assessment/
http://dmoz.org/Society/Issues/Education/Standardized_Testing/
http://www.ccsso.org/introprofile.html
http://www.ed.gov/
http://fyi.cnn.com/2001/fyi/teachers.ednews/02/19/dropping.sat.ap/index.html
http://www.collegeboard.org/
http://www.ets.org/satets.html
http://collegeapps.about.com/education/collegeapps/library/weekly/aa112700a.htm?iam=dpile&terms=%

EDITOR'S NOTE:
George W. Bush
education reform
budget proposal
annual tests
TAAS
accountability
dropout rate
S.A.T.

DAILY DESK

Health Desk: Working Uninsured

1. Why is it important to have health insurance? How do Americans usually acquire health insurance? Why are so many working Americans uninsured? What was the goal of the Health Coverage 2001 forum? What was the outcome of this forum?

2. Have students consult your school social worker, local social service agencies, and the websites below to find out how not having health coverage affects the lives and well-being of children and their families. Have students identify the healthcare options available to America's working uninsured, and the pros and cons of these options. Have students share their findings in a class discussion.

3. How should the U.S. federal government help America's working uninsured? Point out to students, that according to a recent CNN.com article, "During the 2000 presidential campaign, President George W. Bush proposed spending $132 billion over ten years to help people purchase private health insurance. In addition, Mr. Bush wants to provide a $2,000 refundable health care credit and allow small businesses to buy insurance through associations." Direct students to http://www.bush2000.com/issues/index.html to learn more about Mr. Bush's plan. Then, have groups of students representing health activists, insurance industry representatives, doctors and union leaders, discuss the benefits and drawbacks of Mr. Bush's plan. Following the discussion, challenge students to identify other ways for the government to meet the needs of America's working uninsured, such as building on existing public sector programs, like Medicaid.

LINKS:
http://www.cnn.com/2001/HEALTH/01/22/uninsured.families/index.html
http://www.familiesusa.org/oped.htm
http://www.hiaa.org/cons/guidehi.html
http://www.afcm.org/
http://www.familiesusa.org/

EDITOR'S NOTE:
health insurance
uninsured
working Americans

WORLDVIEW

Political Front: Spain Basque Conflict

1. What country has experienced a rash of Basque separatist violence? What is the ETA? According to the majority of those polled in a recent survey, what is Spain's biggest problem? How has law enforcement responded to this problem?

2. What three provinces are recognized as "the Basque Country"? What other areas do the Basques want added to this list? Why? Approximately how many Basques are there? What is the goal of the Basque separatists? What percentage of Spain's population wants an independent Basque country? What does Spain's government want? Why do you think the government sees the Basques as "terrorists"?

3. Who are the Basques? When did modern Basque nationalism get its start? When did the ETA start its campaign of violence? How did General Franco's regime treat the Basques? How has life changed for the Basques since the days of Franco? What image do the Basques want to project? In reality, what is happening, even in Basque regions that enjoy autonomy? Why are some critical of the ETA? Why are others critical of Spain's government?

4. Inform your students that ETA is the acronym for Euskadi Ta Askatasuna, which, translated from the Basque language, means Basque Homeland and Liberty. The Basque people are a distinct ethnic group, separate from the Spanish and French, that were rooted in the region of the Pyrenees and Cantabrian Mountains before Indo-European tribes arrived. Once your students have an understanding of who the Basques are, have them work in groups to research the Basque language, culture, and history. Have each group present its findings. Discuss how geography and world history have had a hand in shaping the modern Basque identity.

5. What is a separatist movement? As a class, define separatism and brainstorm a list of other separatist movements, past and present. Divide the class into groups. Have each group choose one separatist movement to research and present its information to the class. Compare each to the Basque movement. Poll the class to see whether students think Spain should allow the Basques to secede.

LINKS:
http://www.kender.es/~gesto/i_index.htm
http://www.kender.es/~gesto/i_decalo.htm
http://encarta.msn.com/index/conciseindex/6F/06F35000.htm
http://www.ee.ed.ac.uk/~ja/bc.html
http://www.hartford-hwp.com/archives/41/index-l.html
http://pw1.netcom.com/~owensva/separatist.html
http://web.inter.nl.net/users/Paul.Treanor/plana.html

Around the World: Blood Donation Ban

1. What is mad cow disease? What is variant Creutzfeldt-Jakob Disease? In what three countries has vCJD been found? Has it ever been proven that this disease can be spread via blood transfusion? Why, then, do you think the American Red Cross is asking for a ban on blood donations from anyone who spent time in Western Europe over the past 11 years?

2. What countries currently ban blood donations from people who spent an accumulated time of six months in Great Britain between 1980-1996? How would the American Red Cross like to see these rules expanded? How might this expansion in restrictions affect blood donations overall? What is an incubation period? What is the incubation period for mad cow disease? Why does this present a danger to the blood supply?

3. According to the health website WebMD.com, mad cow disease may be transmitted before its symptoms appear. Based on this fact, and on what you have learned from the video, do you think the American Red Cross is justified in its call for tighter blood donation restrictions, or will the impact on the blood supply be too severe and cause additional problems? State your rationale.

4. Have your students consult the American Red Cross or a local bloodbank to learn more about other restrictions on blood donations. Discuss the reasons behind each of these restrictions. Why is it important to assure both donors and recipients that the blood supply is safe?

LINKS:
http://www.redcross.org/news/
http://thriveonline.oxygen.com/news/2001Jan18/31.html
http://news1.thdo.bbc.co.uk/hi/english/world/americas/newsid_355000/355648.stm
http://onhealth.webmd.com/conditions/news/webmd/item%2C100669.asp

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EDITOR'S NOTE:
separatists
ETA
Basque
Francisco Franco

mad cow disease
blood donations
ban

NEWS CHRONICLE

Special Series: Black History Month: Freedman's Bureau

1. What was the Freedman's Bureau? When was it created? Explain how the Freedman's Bureau was "a multi-service provider"? What was the bureau's role in educating ex-slaves?

2. What was the purpose of Freedman's Bureau camps? How did the bureau change the role of government in providing help for freed slaves? What is the legacy of the Freedman's Bureau?

3. Generate a class discussion about the importance of recording events for history. How has the Freedman's Bureau helped preserve Black History? Have groups of students conduct research to find out what records were created and kept by the Freedman's Bureau. Have each group report on the story of one individual or family whose story is a part of Black History, thanks to the Freedman's Bureau. What can we learn about Black History from their stories?

4. Point out to students that freed slaves quickly learned that freedom was not without its challenges. Challenge your students to put themselves in the places of slaves who had been "owned," as pieces of property, by others. As a class, brainstorm a list of obstacles ex-slaves would likely face as they attempted to adjust to freedom. Then, direct students to the first three websites below to learn more about the specific ways the Freedman's Bureau helped freed slaves overcome these obstacles. Share student findings in class discussion.

LINKS:
http://www.freedmensbureau.com/
http://www.inform.umd.edu/ARHU/Depts/History/Freedman/fbact.htm
http://jefferson.village.virginia.edu/vshadow2/HIUS403/freedmen/bureau.html
http://www.freedmensbureau.com/hr%205157.htm
http://afroamhistory.about.com/homework/afroamhistory/library/weekly/aa121900a.htm?iam=dpile&term

EDITOR'S NOTE:
Freedman's Bureau
Civil War
War Department
freedman's villages

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CNN NEWSROOM Guide

February 21, 2001

Celebrate Black History Month with CNNfyi.com! Log on tomorrow for a live, interactive webcast featuring Andrew Young and Winnie Mandela.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:00...01:45

Top Story ... 04:40...06:25
-An FBI agent is accused of spying for Russia.
-CNN's Garrick Utley examines the nostalgia and reality of espionage.

In the Headlines ... 01:50...08:15
The shuttle *Atlantis* returns home after a successful mission.

DAILY DESK ... 00:30...08:45

Business Desk ... 02:00...10:45
Female-owned businesses are not common in the EU.

WORLDVIEW ... 00:25...11:10

Political Front ... 07:25...18:35
Residents of Spain's Basque Country live in constant fear of violence.

Taking Care of Business ... 03:20...21:55
Despite government restrictions, Taiwanese businesses set up shop in China.

Ask CNN ... 01:00...22:55
When will the phone, TV, and computer become one unit?

NEWS CHRONICLE ... 00:25...23:20

Black History in Quotes ... 03:10...26:30
CNN's Bruce Morton offers a perspective of Black History, through the quotes of those who made it.

Look Ahead ... 00:40...27:10
Tomorrow: Louis Sullivan Profile

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Alleged Spy

1. Who is Robert Philip Hanssen? Why was he arrested? What evidence do federal authorities have against him? According to the affidavit, what did Hanssen allegedly receive in return for his information? What possible punishments could Hanssen face if convicted?

2. According to authorities, for how long was Robert Philip Hanssen allegedly passing information to the Russians? How do authorities categorize the damage done to U.S. national security? What are some of the things Hanssen allegedly compromised? According to the affidavit, why did Hanssen allegedly do these things?

3. What was the Cold War? What instances of spying took place during the Cold War? Why, according to Garrick Utley, does a spy "grab our imagination"? What character flaw do spies possess? Who is Aldrich Ames? How do his words describe spying? Do you agree or disagree with his statement? Explain.

4. Why do governments engage in espionage? What benefits do they derive from spying? What harm results when a government is the target of espionage? Have students work in groups to research espionage efforts throughout history, and share their findings. Refer back to the video, and the sentences Robert Hanssen could face if he is convicted. Discuss reasons why most governments impose maximum sentences on those convicted of espionage against them.

LINKS:
http://www.cnn.com/2001/US/02/20/fbi.spy.06/index.html
http://www.cnn.com/chat/transcripts/2001/02/20/ensor/
http://www.fbi.gov/pressrm/pressrel/pressrel01/hanssen.htm
http://caselaw.lp.findlaw.com/scripts/ts_search.pl?title=18&sec=794
http://turnerlearning.com../cnn/coldwar/spies/spys_ttl.html
http://encarta.msn.com/index/conciseindex/0A/00AB2000.htm

In the Headlines: Shuttle Landing

1. Where did *Atlantis* land yesterday? What were some of the high points of its mission? What is *Alpha*? What did the shuttle's crew do for the crew of the ISS? When will a shuttle crew next visit the ISS? What important payload will that mission deliver?

2. Ask students to recall the place where the shuttle landed yesterday (Edwards Air Force Base, California.) Is this the usual landing site for shuttle flights? Point out that Florida's weather dictated the need for another landing site. Then, direct students to the fourth website below to learn more about the conditions that must be met for a daytime shuttle landing at Kennedy Space Center. As a class, review the information. Next, have students consult the last website to learn more about the alternative landing sites and the TAL (Transoceanic Abort Landing) sites. Ask students to offer hypotheses as to why these specific sites were chosen for shuttle landings in cases of bad weather or emergency. Encourage them to consider geographic and practical factors as they speculate.

LINKS:
http://www.cnn.com/2001/TECH/space/02/20/shuttle.03/index.html
http://spaceflight.nasa.gov/
http://www.scipoc.msfc.nasa.gov/
http://www.srh.noaa.gov/smg/wxcrit.htm
http://www.srh.noaa.gov/smg/SMGWX.HTM

EDITOR'S NOTE:

FBI
espionage
double agents
KGB
counterintelligence
Soviet
nostalgia
Aldrich Ames

DAILY DESK

Business Desk: Women in Business

1. Who is Julie Meyer? What is an entrepreneur? What makes Julie Meyer an entrepreneur? According to a recent survey in the European Union, what percentage of self-employed individuals there are men? What percentage of those who start new businesses are male? What happens to many businesses that are started by women in the EU?

2. What do country studies reveal about women in high executive positions in the EU? What percent of banking executives in the EU are women? What is the European Union doing to improve women's chances for success in business?

3. Challenge your students to interview female business owners or executives in your area. Have each student select one woman to interview, and ask her about the challenges she faced as a woman in her business, as well as the challenges of business ownership/leadership in general. Have each student share his/her interview with the class. Refer back to the story, and ask students: What actions do you think the EU's new gender equality program will take to promote female-owned and run businesses there? What could this EU commission learn from the experiences of the women you interviewed?

LINKS:
http://www.womanowned.com/
http://www.onlinewbc.gov/
http://www.nafe.com/
http://www.executivewomen.org/
http://www.db-decision.de/FactSheets/Regierungen00_E.html

EDITOR'S NOTE:
entrepreneur
capital
stereotype
European Union
self-employed
CEO

WORLDVIEW

Political Front: Spain Living in Fear

1. Where does Kote Villar live? Why does he have bodyguards? What is the ETA? To what political party does Villar belong? Why does this make him a target for the ETA?

2. Who are some of the people in this region who have to have bodyguards? How does having a constant bodyguard change one's life? Who is Edurne Uriarte? Why is her life in danger? Why does she plan to stay and fight, rather than leave?

3. When was Jose Maria Ruiz attacked? Was he injured? Explain. Besides engaging in violence, what else does the ETA do to intimidate? Why is promoting tourism a difficult job in San Sebastian?

4. What is the ETA? Direct groups of students to conduct research to learn more about the ETA and the distinct Basque culture for which it wants a homeland. Share group findings. Ask students to compare the ETA to other groups that promote a separate country for a group of people. Do students think Spain's government should allow for a Basque homeland? Why or why not?

5. What is terrorism? Why is it used? Have students work in groups to examine some of the organizations involved in terrorism and share their findings. Discuss to what extent, if at all, the terrorist methods of these organizations have generated political change. Why do most governments fight terrorism rather than give in to the terrorists' demands?

LINKS:
http://www.time.com/time/europe/magazine/2000/313/spainterror.html
http://www.business-server.com/newsroom/ntn/world/020998/world20_17439_noframes.html
http://www.usis.usemb.se/terror/rpt1999/index.html
http://www.ict.org.il/

Taking Care of Business: Taiwan Business

1. Locate Taiwan and China on a world map. Why are so many Taiwanese doing business in mainland China? What kinds of businesses first began to move from Taiwan to China? Why is there a rush to get a business foothold in China?

2. What is the Taiwanese government's policy towards business development in China? What is the basis for the government's "go slow, be patient" policy? Are the fears of the government justified? Explain. What other problem does Taiwan's government fear could result from doing business with China? How do Taiwanese businesses respond to this belief?

3. Challenge your students to learn more about the contemporary history between China and Taiwan. Working in small groups, have them conduct research to discover the basis of current China-Taiwan relations. Then, have each group conduct research to learn more about the business climates in both countries. Share group findings in class. Direct each student to write an editorial in response to the question: Should Taiwan's government relax its restrictions on trade with China?

LINKS:
http://www.apcjp.org/zhongtai.htm
http://www.taiwan-yellow-pages.com/Eonline.htm
http://www.uschina.org/
http://www.cfcsc.dnd.ca/links/wars/taiw.html

EDITOR'S NOTE:
Spain
ETA
Basque
socialist
extortion
bodyguards
China
Taiwan

NEWS CHRONICLE

Black History in Quotes

1. Who are some of the people whose words Bruce Morton has chosen to paint a picture of Black History? Do you think this is a good way to present the history of African Americans? Why or why not? Which of the quotes you have heard made the strongest impression on you? Why?

2. Read this quote from the Rev. Dr. Martin Luther King, Jr., to your class: "Hate begets hate; violence begets violence; toughness begets a greater toughness. We must meet the forces of hate with the power of love...Our aim must never be to defeat or humiliate the white man, but to win his friendship and understanding." Inform students that Martin Luther King, Jr. said this in 1958. Generate a class discussion about these words. Do students think King's words paint an accurate or an idealistic picture? Why?

3. In this video, CNN's Bruce Morton uses quotes from African Americans to define Black History. Challenge your students, working in small groups, to devise another novel approach to the subject. Groups might want to consider, for example, using music, poetry, or the experiences of individuals from the fields of sports or entertainment to present another perspective on Black History. Have each group offer a multimedia presentation of its efforts.

LINKS:
http://www.coe.ilstu.edu/portfolios/students/smleav1/people.htm
http://www.nara.gov/education/teaching/robinson/robmain.html
http://www.ghgcorp.com/hollaway/civil.htm

EDITOR'S NOTE:
Black History Month
repression
liberty
boycott

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CNN NEWSROOM Guide

February 22, 2001

Don't forget - log on to CNNfyi.com today to participate in a live webcast celebrating Black History Month. It's your chance to chat with Andrew Young and Winnie Mandela!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:05...01:50

Top Story ... 03:25...05:15
-Napster offers record labels a one billion dollar deal.
-Internet piracy threatens the movie industry.

DAILY DESK ... 00:30...05:45

Science Desk ... 01:40...07:25
Scientists successfully clone the first endangered species.

WORLDVIEW ... 00:30...07:55

Culture Watch ... 04:00...11:55
Bowling attire is making a fashion statement.

Taking Care of Business ... 03:05...15:00
Shoppers enjoy a bit of American suburbia, just west of Tokyo.

NEWS CHRONICLE ... 00:25...15:25

Special Series ... 07:00...22:25
Louis Sullivan is one of the most prominent doctors in the U.S.

Bayou Doctor ... 04:35...27:00
A graduate of the Morehouse School of Medicine devotes her skills to a community that desparately needs her.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Napster

1. What is Napster? Why is the music industry taking Napster to court? What has Napster offered record companies in exchange for dropping the suit? How would Napster make the money to finance these payments? What would be the estimated monthly fees for Napster's subscription service? What has been the initial reaction to Napster's proposal?

2. How are some college students able to download free movies? According to one student, how has this become a kind of competition? How is the movie industry reacting to this illegal activity? Why do some movie executives feel the colleges are "allowing" students to exchange movies? Approximately how many feature-length films are being downloaded each day? How do you think this could ultimately impact the music industry?

3. Where were both music and movie downloading "born"? Why do you think college dorms seem to be the breeding grounds for these activities? One student in the video states that, "It's like the war on drugs can't be won, the war on the Internet can't really be won." Do you agree or disagree with this statement? Explain. Do motion picture executives agree or disagree with it? Explain.

4. What is the movie industry planning to do to stop people from "helping themselves" to their products online? The movie industry points out that downloading for free is theft. Yet one student in the video says, "It's not like going into a store and stealing a movie or DVD, for the fact that there is nothing physical...It doesn't feel like stealing." What do you think of this statement? Can you think of examples of theft that do not including the taking of a tangible item? Explain. Do you consider downloading movies and music from the Internet stealing? Why or why not?

5. Refer students to copies of the U.S. Constitution, Article I, Section 8. Point out that Congress is authorized

   "To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."

   Have students work in groups to find out how the work of authors and inventors is protected by the United States government. What are copyrights, patents, and trademarks? Share group findings and discuss why the Framers included this provision in the Constitution.

6. Generate a class discussion about the term "intellectual property." Have students search for a definition of this term, and share their findings. Discuss some things that would fall in the category of intellectual property. After what they have learned, would students consider unauthorized reproduction of intellectual property stealing or sharing? Have each student write an essay in response to that question.

7. Teachers: For an in-depth activity on the Napster controversy, check out the HighWired.com classroom project at
   http://www.highwired.com/Classroom/
   Project/0,2069,23713-68177,00.html

LINKS:
http://www.cnn.com/2001/TECH/internet/02/21/napster.reax/index.html
http://www.cnn.com/SPECIALS/2001/napster/
http://lcweb.loc.gov/copyright/
http://www.ipcenter.com/

EDITOR'S NOTE:
Napster
copyright infringement
subscription
movie piracy
intellectual property

downloads
movie industry
central server

DAILY DESK

Science Desk: Cloned Ox

1. What were the unique circumstances surrounding the cloning that resulted in Noah's birth? How was the procedure accomplished? Of what animal was Noah an exact duplicate? Why was it important for scientists to clone Noah's species? What was the cause of Noah's death? Was this related in any way to the cloning process? Explain.

2. How do you think the ability to clone endangered organisms might impact species restoration efforts? What concerns do scientists have about the impact of cloning on conservation efforts? Do you agree with their concerns? Explain. What do you think will be the role of "frozen zoos" in the future? Do you think this technology could ever be used to bring back a species that is no longer in existence? Explain.

3. With the advent of cloning technology, it will soon be possible to clone extinct species from frozen tissue. This process will be incredibly expensive, so it will probably be limited to only a few species. Have each student investigate extinct species that lived in the past and select one specific species he/she feels is the most compelling to reestablish through cloning. Have each student write a position paper in which he/she states his/her endangered species selections and make the case as to why this species would be the most "valuable" to bring back. The papers should have at least three logical, data-supported arguments supporting the student's choice. Have students share their selections with the rest of the class and discuss what process the scientists in the story might use if they had a similar decision to make.

LINKS:
http://www.fws.gov/r3pao/eco_serv/endangrd/lists/extinct.html
http://www.woodrow.org/teachers/bi/1999/projects/group4/Decker/extinct.html
http://library.thinkquest.org/11922/extinct/extinct.htm
http://www.eelink.net/EndSpp.old.bak/ES.lists.html

EDITOR'S NOTE:
clone
endangered species
conservation biology
extinction
DNA
surrogate
embryo
infection

WORLDVIEW

Culture Watch: Bowling Style

1. What particular aspect of bowling attire is currently fashionable? How is bowling's image changing, especially among young people? What does "retro" mean? What decade does bowling-wear best represent?

2. How do "real" bowlers feel about this fashion trend? How are some designers taking advantage of it? How are some fashion-followers beating the high price of these designer shoes? How much do you think bowling alleys can increase shoe rental without discouraging patrons?

3. Retro looks come and go. In fact, many of your students probably wear some of the styles that their parents wore (like bell bottoms and tie-dyed fabrics). Direct your students to talk to older family members and identify some retro trends that they followed. Share student findings in class discussion. Discuss how entertainment, popular culture, and sometimes even the economy dictate the popularity of retro fashions.

LINKS:
http://www.bowlingshirt.com/index2.html
http://www.bowlingshirt.com/retroitems/retroitems.html
http://www.howtoguru.com/CDA/Article/0,1093,1-1005-2004-2003,00.html
http://www.hiball.com/bowling/index.htm

Taking Care of Business: Japan Outlet Mall

1. What is an outlet mall? Have you ever visited one? If so, how would you describe it? Where is the outlet mall seen in the video? Why do you think some believed the outlet mall concept would never take off in Japan?

2. Why are some of Tokyo's most chic retailers opening stores in the outlet mall? Do you think this is a good move for them? Why or why not? Why are some shoppers unimpressed with the outlet mall?

3. Direct your students, working in groups, to conduct research to learn more about Japan's economy. Share group findings in class. Why do students think the outlet mall has been welcomed by Japanese shoppers? What aspects of Japan's economy and demographics would lead developers to believe that this concept would have mass appeal? Discuss.

LINKS:
http://www.newsonjapan.com/
http://www.photius.com/wfb/wfb1999/japan/japan_economy.html
http://www.shoplocator.com/

EDITOR'S NOTE:
bowling
retro
outlet mall
"shopaholic"

NEWS CHRONICLE

Special Series: Black History: Louis Sullivan Profile

1. Who is Louis Sullivan? What cabinet position has he held? Under which president did he serve? What position does Dr. Sullivan hold today? What does the Bush family have to say about Dr. Sullivan? Does he ever miss his days in the cabinet? Explain.

2. How is Louis Sullivan's world today a far cry from the world in which he was raised? When and where was he born? What was his childhood like? Why didn't he let racism and prejudice get in the way of his goals? Who encouraged him to achieve in high school? What was his childhood dream? Did he ever achieve it? Explain.

3. What medical school did Louis Sullivan help to create? Why did he start this school? What is the mission of the Morehouse School of Medicine? How has Dr. Sullivan's leadership made Morehouse a leader among medical colleges?

4. Inform students that Dr. Sullivan served as Secretary of the Department of Health and Human Services for 47 months, one of the longest tenures of any HHS Secretary. Throughout his tenure, Dr. Sullivan managed one of the largest agencies in the U.S. government. Now, he heads one of the most successful medical schools in the country. In observance of Black History Month, challenge your students to find biographies of other African American medical professionals and educators. Have each student profile one of these individuals, and explain how he/she made a significant contribution in that field.

LINKS:
http://www.msm.edu/presidentlink.html
http://www.nblic.org/
http://www.usatoday.com/2000/health/healt005.htm

Bayou Doctor

1. Where is Bayou la Batre? About how many people live there? Who is Regina Benjamin? Why did she choose to practice medicine there? If she were not this community's doctor, where would its residents have to go to get medical care?

2. Does Dr. Benjamin ever turn patients away who cannot pay? How might her income be different if she practiced medicine somewhere else? How does Dr. Benjamin earn enough money to survive? What keeps her coming back to her practice?

3. In the video, we hear Dr. Benjamin say, "Profit is more than just dollars." Ask students what they think she means. Then ask students to consider the personal rewards some people get from using their talents to help others. Direct each student to find a person whose motivation for doing his/her job is personal satisfaction over "profit," and conduct an interview with that person. Have each student use that interview to write a feature article on his/her subject, and the rewards of doing a job that benefits others.

LINKS:
http://www.bayoudailynews.com/
http://www.digital-neighbors.com/city/al/bayoulabatre851.htm
http://www.unmc.edu/Community/ruralmeded/index.htm

EDITOR'S NOTE:
Louis Sullivan
cabinet
Morehouse School of Medicine
Great Depression
prejudice
"thousand points of light"
bayou
clinic

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CNN NEWSROOM Guide

February 23, 2001

CNN NEWSROOM wants to hear your stories! How do you use the program in your classroom? What do your students enjoy most about the show? As a teacher, which part of the program works best in your class? Email us at heather.higgins@turner.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:10...01:50

Top Story ... 03:10...05:00
-Investigators examine pardons granted by former President Clinton.
-Senator Hillary Rodham Clinton discusses her views on the pardons.

Ask CNN: Pardon Origin ... 01:30...06:30
What is the origin of presidential pardoning power?

Today on CNNfyi.com ... 00:15...06:45
Today's Quick Vote: Clinton Pardon Controversy

DAILY DESK ... 00:25...07:10

Editor's Desk ... 01:30...08:40
A professional photographer offers tips for taking perfect pictures.

Turner Website Information ... 00:45...09:25
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:35...10:00

Our Planet: Brazil Jaguars ... 04:30...14:30
Jaguars are a problem in a Brazil's cattle country.

Divine Guidance: Vatican Cardinals ... 04:10...18:40
The pope names 37 new cardinals from all points on the globe.

Culture Watch ... 03:00...21:40
Meet a Jamaican artist whose work is recognized all over the Caribbean.

NEWS CHRONICLE ... 00:30...22:10

Special Series ... 05:00...27:10
The Trumpet Awards salute African-American achievement.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Clinton Pardon Controversy

1. What is a presidential pardon? Why did a federal grand jury subpoena records detailing donations to former President Clinton's library? Who is Denise Rich? Why are her donations the subject of scrutiny? How has the Clinton Foundation attorney, David Kendall, responded to the request for information from the House of Representatives?

2. What office does Hillary Rodham Clinton hold? Why did she call a news conference yesterday? How did she say she reacted to news that her brother accepted $400,000 to help two applicants for clemency? What does "clemency" mean? How has former President Clinton responded to questions about pardon requests handled by his brother-in-law, Hugh Rodham?

3. What did Senator Clinton have to say about clemency applications backed by her campaign treasurer, William Cunningham? What "distinction" does she want the press to draw regarding this case and the one involving her brother? Do you agree or disagree with her reasoning? Explain. Who is Marc Rich? What explanation does Senator Clinton offer regarding his pardon?

4. To what extent is former President Clinton cooperating with efforts to investigate these pardons? How did Congressman Dan Burton, the chairman of the House committee conducting the investigation, respond to the former president's refusal to release a list of his library donors? What other legal challenges could the Clintons face over these pardons?

5. Point out to students that no one disputes former President Clinton's right to issue pardons; what's at issue is whether money changed hands in exchange for them. Have students conduct research to learn what others are saying about these pardons, pro and con, and gather facts about what happened in the final hours of the Clinton Presidency. Direct each student to write a newspaper editorial explaining his/her views on the Clinton pardons. Share editorials and discuss: What do students think should happen next? Do they think these events will have any effect on the way former President Clinton will be remembered?

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/22/clinton.pardon.02/index.html
http://www.cnn.com/2001/ALLPOLITICS/02/21/bc.carter.rich.ap/index.html
http://www.cnn.com/2001/WORLD/meast/02/20/rich.foundation/index.html
http://www.cnn.com/2001/ALLPOLITICS/02/14/pardon.hearing.03/
http://www.cnn.com/2001/fyi/lesson.plans/02/08/clinton.pardons/index.html

Ask CNN: Pardon Origin

1. What is the source of presidential pardoning power? What does an individual who receives a presidential pardon recover? What is a felony? What role does the Justice Department play in the pardoning process? Did the Justice Department have a role in the pardoning of Marc Rich? Explain. What happens if a president doesn't want input from the Justice Department? According to former President Clinton, why was Marc Rich pardoned?

2. Inform your students that the U.S. Constitution states, in Article II, Section 2, that the president

   "...shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment."

As mentioned in this "Ask CNN" segment, this pardoning power, based in the Constitution, has a specific procedure that is usually followed. Direct students to work in groups to learn more about presidential pardoning power, the procedure, and notable pardons from the past. Have each group share its information. In class discussion, have students compare and contrast some past pardons to the most recent pardons by former President Clinton, and indicate whether or not they believe Mr. Clinton acted in the spirit of the Constitution.

LINKS:
http://usgovinfo.about.com/newsissues/usgovinfo/blconst.htm#a2sec2
http://www.silicon-valley.com/pardonme/index.shtml
http://usconservatives.about.com/newsissues/usconservatives/bln0120pardon.htm?iam=dpile&terms=%2
http://jurist.law.pitt.edu/pardons.htm

EDITOR'S NOTE:
William J. Clinton
Hillary Rodham Clinton
Hugh Rodham
pardon
Marc Rich
William Cunningham
clemency
Justice Department

DAILY DESK

Editor's Desk: Travel Photos

1. According to professional photographer Richard I'Anson, what is a common complaint about vacation pictures? What common error do many amateur photographers make? How does I'Anson advise taking pictures of people? Why do you think it's important to capture action among people, rather than have them pose?

2. What is an "extraneous object"? How do extraneous objects ruin a picture? What are some ways to add variety to typical landmarks or scenes?

3. Besides what they have learned from this segment, what else can your students do to improve their picture-taking skills? Divide the class into small groups. Challenge each to research tips for taking better pictures. If possible, have each group present its information on poster board, in chart or other graphic form, surrounded by pictures taken by group members.

4. Invite a professional photographer to demonstrate his/her technique and discuss careers in photography with the class. Then, have the class work in groups by interest to research some highly specialized fields of photography, such as aerial photography and crime scene photography. Encourage students who are interested in possible careers in these fields to seek internships or mentors in your community.

LINKS:
http://www.educationplanet.com/search/Art_and_Music/Art_History/Photography/Travel_Photography
http://www.tripspot.com/features/greatpictures.htm
http://www.fodors.com/traveltips/cameras/
http://www.kodak.com/US/en/motion/support/glossary/glossary3.shtml
http://www.kodak.com/US/en/nav/takingPics.shtml
http://www.photographymuseum.com/

EDITOR'S NOTE:

photographer
extraneous
zoom lens
focus

WORLDVIEW

Our Planet: Brazil Jaguars

1. Locate the country of Brazil on a world map. Why are many ranchers in Southwestern Brazil losing money? How do they want to address the jaguar problem? Why are jaguars currently endangered? How do the number of jaguars in the Pantanal compare to their numbers in other regions?

2. How have ranchers been handling the jaguar problem for generations in the Pantanal? Why are conservationists concerned? What are researchers doing in an attempt to prevent the ranchers from wiping out the jaguar population? How will the information they gather help ranchers minimize their cattle losses?

3. Inform students that jaguars have practically been exterminated in Brazil, except for the Amazon Basin and the Pantanal. What factors have been responsible for the jaguars' dwindling numbers? Have students work in groups to find the answers to this question, and share their findings. Challenge each group to devise a written strategy for dealing with one of the factors responsible for the endangerment of the jaguar in Brazil.

LINKS:
http://www.wwf.org.br/wwfeng/evff04.htm
http://www.savethejaguar.com/jag.html
http://users.netropolis.net/nahury1/jaguar.htm

Divine Guidance: Vatican Cardinals

1. Of what religion is Pope John Paul II the spiritual head? How many cardinals did he recently appoint? How do these new cardinals reflect the universality of the Catholic Church?

2. Why have cardinals traditionally been known as "Princes of the Church"? What is their role in the Church? Which close aide to the pope was named in this recent list of cardinals? Why is this significant? Approximately how many Catholics are there worldwide? How does the composition of this latest list of cardinals demonstrate that Church leaders recognize the importance of places like Latin America to the future of the Church?

3. What is a cardinal? Have your students research the hierarchy of the Catholic Church to observe the structure of power in the Church, and the role played by cardinals. Point out that, in some periods throughout history such as the Middle Ages, cardinals held great secular, as well as religious, power. Today, their influence extends mainly over religious matters. Discuss how leaders of other world religions hold power and, in different cultures, over what kinds of matters they preside.

LINKS:
http://www.catholic-pages.com/hierarchy/cardinals.asp
http://www.catholic-pages.com/hierarchy/cardinals_list.asp
http://www.catholic-pages.com/dir/link.asp?ref=17437

Culture Watch: Jamaica Clay Sculpture

1. Who is Merdina Redding? How many children does she have? At what point was she forced to

reexamine her life? What did she begin doing that has led to a career? Where does she get the materials she needs for her art? What process does her work undergo before it is finished? What are some of the subjects of her art? How has it been received by fans of clay sculpture?

2. What recent event has left Merdina with some physical problems? How is she facing her future? Have you ever known others who have overcome physical or emotional challenges? If so, what impressed you most about their ability to rebound?

LINKS:
http://www.polisci.com/world/nation/JM.htm

EDITOR'S NOTE:
Brazil
jaguar
Pantanal
ranchers
Pope John Paul II
cardinals
Jamaica
clay sculpture

NEWS CHRONICLE

Special Series: Black History Month: Trumpet Awards

1. What are the Trumpet Awards? Who created them? How did they originate? Why was the trumpet chosen as the award's symbol? Who are some of the individuals who have received Trumpet Awards? What is the goal of these awards?

2. Refer students to this quote from the video: "When people know the culture of another people, it's the first step toward loving them." Generate a class discussion about ways one can get to "know the culture of another people." Challenge each student to adopt one of these ways and make a conscious effort over the next week to learn something about the culture of a group of people with whom he/she may not be familiar. Have each student discuss how the experience of learning about another's culture has affected his/her view of that culture.

3. The Trumpet Awards air tomorrow night (Saturday, Feb. 24th), at 8:05 p.m. ET on TBS. Your students can visit the last website below to learn who will be honored this year. Divide your class into small groups. Have each group choose one of the honorees and conduct research to learn more about that person. Direct each group to write a brief bio that could serve as an introduction for this person at the awards ceremony.

LINKS:
http://www.superstation.com/trumpet/
http://trumpetawards.com/
http://trumpetawards.com/welcome.html
http://trumpetawards.com/2001.honoree.html

EDITOR'S NOTE:
Trumpet Awards
Ted Turner
Xernona Clayton
Black History

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CNN NEWSROOM Guide

February 26, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 00:35...01:20

Top Story ... 06:50...08:10
-Ten years have passed since the end of the Gulf War.
-Secretary of State Colin Powell visits the Middle East.

DAILY DESK ... 00:35...08:45

Environment Desk ... 02:20...11:05
Former Pres. Clinton's executive orders to preserve millions of acres could be overturned.

Environment Desk Extra: U.S. Drought Impact ... 02:50...13:55
A warm water pool in the Pacific Ocean causes drought throughout the U.S.

WORLDVIEW ... 00:30...14:25

Inside North America ... 08:30...22:55
CNN correspondent Jan Smith profiles General Colin Powell.

NEWS CHRONICLE ... 00:25...23:20

Special Series ... 04:00...27:20
Music industry executive Clive Davis receives a Trumpet Humanitarian Award.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Gulf War: 10 Years Later

1. When and why did the Gulf War take place? What national event did Kuwaitis celebrate yesterday? Why did they wait ten years to celebrate?

2. Which nations comprised the Western-Arab coalition during the Gulf War? What is the status of

Iraq's Republican Guard? Who is Saddam Hussein? What factors have enabled Saddam Hussein to stay in power during the last ten years?

3. Direct students to their texts and the links below to learn about the events leading up to and beyond the Gulf War. Have students identify instances when the Iraqi leadership challenged the world community and the consequences of those actions. Have students consider why sanctions were imposed on Iraq, the impact of the sanctions, when the sanctions will be lifted, and why some people are critical of the sanctions.

4. Have students list the Arab nations that were involved in the Gulf War, and identify these nations on a world map. Then, group students and have each group prepare an oral report on one of the Arab nations and how its relationship with Iraq has changed since the start of the Gulf War. After the reports, ask: Why do U.S. and British officials want to "intensify" sanctions against Iraq? Why is it increasingly difficult for the U.S. and Britain to maintain the coalition against Saddam Hussein? To what extent do Iraq's oil reserves play a role? Should the sanctions against Iraq be intensified? Why or why not? Have students consider the perspectives of Iraq, other Arab nations, the U.S., Britain, and other members of the international community.

5. Why is Secretary of State Colin Powell visiting the Middle East? Which nations is he visiting? What issue was at the top of the agenda in the meeting between Colin Powell and Russian Foreign Minister Igor Invanov? Was their meeting successful? Explain.

6. Which world leaders did General Powell meet with yesterday? Have students share what they know about the history and status of the current Israeli-Palestinian conflict. What has been America's role during this conflict? Why were General Powell's meetings with Ariel Sharon and Yasser Arafat significant?

7. In the video, we learn that "ongoing Israeli-Palestinian clashes are closely linked to a key Bush administration policy, rebuilding support for U.N. sanctions against Iraq within the Arab world." Why is this so? Explain. Do you think last week's U.S.-Britain airstrikes against Iraq will affect the ability of the U.S. and Britain to obtain support for sanctions against Iraq? Why or why not?

8. Instruct students to learn about the history of U.S.-Israeli relations, and America's attempts to broker peace in the region. Have students create a timeline of their findings. Then, have students draw upon their research to discuss the following questions:
   1. What challenges does Colin Powell face in Israel?
   2. Can he stop the anti-American demonstrations in the West Bank and Gaza?
   3. Can Israeli-Palestinian violence be reduced?
   4. Will the Bush administration's renewed focus on Iraq distract the U.S. from woking for a finial Israeli-Palistinian peace?

   After the discussion, have each student write a letter to Colin Powell that outlines his/her recommendation for how Mr. Powell should address the concerns of Israeli and Palestinian leaders.

LINKS:
http://www.cnn.com/2001/WORLD/meast/02/25/kuwait.02/index.html
http://www.cnn.com/SPECIALS/2001/gulf.war/
http://www.cnn.com/2001/WORLD/meast/02/25/mideast.powell.05/index.html
http://www.cnn.com/2001/US/01/16/gulf.anniversary/
http://www.cnn.com/SPECIALS/2001/gulf.war/arraf/debrief/index.html
http://www.cnn.com/2001/WORLD/meast/02/16/iraq.airstrike.03/index.html
http://www.cnn.com/2001/WORLD/meast/02/18/iraq.sanctions/index.html
http://www.cnn.com/2001/WORLD/meast/02/16/no.fly.zones/

EDITOR'S NOTE:
Iraq
Gulf War

sanctions
General Colin Powell
Israel
Palestinian
airstrike

DAILY DESK

Environment Desk: Environmental Battleground

1. What environmental provisions did former President Clinton enact just before leaving office? What was the response to these provisions by environmentalists? What is the new administration's position? What methods could Congress use to overturn these provisions? What governing body would be the final decision-maker?

2. Why do you think there is a difference of opinion over how these lands should be used? Do you agree with either of the two sides, or do you support a compromise position? Explain. Why do you think there is a specific focus being placed on the Arctic National Wildlife Refuge? In what ways do you think the state of the U.S. economy impacts the movement toward or away from environmental protection legislation?

3. Have your students gain a better understanding of what lands were set aside and where they are located by having them do the following mapping activity:
   - Working in small groups, have students trace the outline of the United States on an 11" by 17" piece of posterboard.
   - Have students investigate where the lands set aside by President Clinton are located, and have them draw and label those areas on their maps. This needs to be done as close to scale as possible.
   - Have students estimate the percentage of the U.S. that each environmental reserve encompasses, and place that percentage above its corresponding location on the map.
   - Have students add all the percentages together and come up with their best estimate of the total amount of land set aside.

   Have students share their maps and discuss their positions on this issue. Relate the discussion back to the story, and have students state their opinions on how much land (by percentage) should be set aside as environmental reserves and whether or not the ANWR reserve should be a part of that percentage.

LINKS:
http://ens.lycos.com/ens/jan2001/2001L-01-17-07.html
http://www.cnn.com/2001/NATURE/01/05/clinton.forests/index.html
http://www.dmcphoto.com/Political/ANWRMap.html
http://www.washingtonpost.com/wp-srv/national/daily/oct99/forest8.htm

Environment Desk Extra: U.S. Drought Impact

1. What type of unusual, hazardous weather is occurring throughout the U.S.? According to scientists at NASA's Jet Propulsion Laboratory, why is this weather occurring? What are La Nina and El Nino?

2. What are the environmental and economic ramifications of the western Pacific warm water pool? Group students and have each group conduct research to learn about the correlation between this weather condition and one of the following:
   - La Nina and El Nino
   - the droughts and fires in Florida
   - the Northwest salmon industry
   - California's energy crisis.

   After each group presents its findings, have students propose ways that local and national

governments, citizens and industries could minimize the harmful effects of the western Pacific warm water pool.

LINKS:
http://www.cnn.com/2001/US/02/20/florida.wildfires.ap/index.html
http://www.jpl.nasa.gov/
http://www.nws.noaa.gov/
http://www.weather.com/
http://www.spc.noaa.gov/products/wwa/

EDITOR'S NOTE:
executive order
EPA
ANWR
NASA
drought
satellite
Pacific Ocean
weather

WORLDVIEW

Inside North America: Colin Powell

1. Who is Colin Powell? What are some of his significant professional and personal accomplishments? How have his background and personal experiences shaped his values and political ideology? Do you identify with any aspect of General Powell's background? Explain. Why do you think that General Powell appeals to many voters? Do you think General Powell should have run for president? Why or why not?

2. For what position has President George W. Bush nominated Colin Powell? What responsibilities are associated with the position of secretary of state? Why do you think Mr. Bush nominated General Powell? What aspects of his leadership and character defy ethnic and racial barriers? Do you think General Powell is well suited for the role of secretary of state? Why or why not?

3. What is General Powell doing to enhance the lives of children? Why has he taken on this cause? Why do you think these problems exist? What is America's Promise? What questions and concerns have been raised about the organization? Why is the success of America's Promise difficult to measure? How has General Powell responded to these issues?

4. What is volunteerism? Why is volunteerism important? What organizations and programs exist in your community that help children? In the spirit of Colin Powell, challenge your class to sponsor a day or week of volunteerism to help children. Have students brainstorm a list of volunteer activities that they can do to enhance the lives of kids in their school and local community. Group students. Have each group select an activity from the list, and develop a plan for implementing their activity during the period of volunteerism.

5. Remind students that, in the video, Colin Powell uses the analogy of writing a book to emphasize that all kids are responsible for making choices that determine the course of their lives. He states, "All of you are writing a book, the question is, what kind of book are you writing?" Pose this question to your students. Then have them write essays that describe their personal goals, the paths they must take to achieve these goals, obstacles they might encounter along the way, and how they might overcome these obstacles. Have students share their essays and discuss.

LINKS:
http://navigation.realnames.com/resolver.dll?action=redirection&uid=393474:0&realname=Colin+Powel

http://cnn.com/2000/ALLPOLITICS/stories/12/16/bush.powell/index.html
http://www.cnn.com/ALLPOLITICS/1997/gen/events/volunteerism/webwatch/

EDITOR'S NOTE:
General Colin Powell
volunteerism
America's Promise

NEWS CHRONICLE

Special Series: Black History Month: Clive Davis

1. Who is Clive Davis? What are some of Mr. Davis's professional accomplishments? Why do you think that he is considered a "legend" in the entertainment and music industry? How did Mr. Davis impact Carlos Santana's career? What are the Trumpet Awards? Why do you think Mr. Davis received a Trumpet Humanitarian Award?

2. Direct students to the links below to learn more about Mr. Davis and the history of Arista Records. Then, point out that in forming the Arista label, Mr. Davis "had an enormous string of hits and set the course for black music." As a class, discuss how Mr. Davis impacted the evolution of the U.S. music industry and the careers of African American musicians. How has the racial climate in the U.S. changed since Mr. Davis began his career in 1960? To what extent do you think Mr. Davis helped breakdown racial barriers? In your opinion, what distinguishes Mr. Davis from other music executives of his generation?

3. How have African American performers contributed to the U.S. music industry? Divide your class into seven groups and assign each group a decade during the last 70 years. Have each group prepare a multimedia presentation about some of the noted African American musicians of its decade. Have students consider different music genres, such as blues, jazz, rock 'n' roll, and rap. Ask students to identify the backgrounds of the musicians, how they gained prominence, if they experienced racism within the music industry, and their impact on the industry. After the presentations, have students discuss how the role of African Americans in the U.S. music industry has evolved over the years. Does racism still exists within the U.S. music industry? Discuss.

LINKS:
http://www.afc-online.com/education/bios/cdavis.html
http://www.bmgentertainment.com/news/articles/08242000.html
http://www.cnn.com/2000/SHOWBIZ/Music/01/05/santana.success/index.html
http://www.wallofsound.go.com/archive/news/stories/clivedavis082500.html
http://www.aristarec.com/

EDITOR'S NOTE:
Clive Davis
music industry
racism
humanitarian
Trumpet Awards
Black History

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CNN NEWSROOM Guide

February 27, 2001

The Daily Classroom Guide and Guide Archives may also be accessed at http://CNNfyi.com/teachers.newsroom. Go to "Inside CNN NEWSROOM" and click on "Daily Guide" or "Guide Archive."

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 00:45...01:40

Top Story ... 03:45...05:25
President Bush's tax cut plan is becoming a test of his leadership ability.

Ask CNN ... 01:00...06:25
Why doesn't Washington, D.C. have any representatives in Congress?

DAILY DESK ... 00:40...07:05

Health Desk ... 02:25...09:30
Do doctors spend enough time with their patients?

Health Desk Extra: Mad Cow Blood Donation Update ... 00:40...10:10
To keep the U.S. blood supply free of mad cow disease, the U.S. FDA calls for more restrictions on blood donation.

WORLDVIEW ... 00:35...10:45

Top of the World ... 02:20...13:05
Teachers: This segment contains video that may disturb some students. Please preview. English livestock infected with foot-and-mouth disease are being slaughtered.

Around the World ... 03:40...16:45
A U.N. report spells out the potentially devastating effects of global warming.

One World Habitat: Mongolian Snows ... 03:40...20:25
Blizzards are destroying Mongolian livestock herds.

Artistry in Action ... 02:05...22:30
Russia's State Art Institute helps disabled people develop a profession.

NEWS CHRONICLE ... 00:35...23:05

Special Series ... 04:15...27:20
Actress and singer Leslie Uggams is a Trumpet Award Honoree.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Budget

1. How long has President George W. Bush been in office? Why is it important for a U.S. president to have the support of Congress? What are some of the key components of Mr. Bush's first budget? Why do some people believe that Mr. Bush's tax cut plan is becoming a test of his leadership ability?

2. Why do you think Mr. Bush chose to emphasize a tax cut plan at the start of his presidency? Refer students to the links below to learn about the major points of the president's proposal, including an across-the-board tax cut, and eliminating the marriage penalty and death tax. Do you think the president will be able to convince Congress and the American people to support his plan? Why or why not?

3. What "tests" did President Reagan and President Clinton face during their first terms in office? How did they fare? Refer students to multimedia resources, including the last two websites below, to learn how these and other modern American presidents have fared during their "honeymoon periods," i.e. during their first 100 days in office. Have students conduct critical analyses of the presidents' key plans, and whether Congress supported their proposals. Did the presidents get what they wanted? Why or why not? After students present their findings, ask: What lessons should Mr. Bush learn from his predecessors?

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/26/bush.budget.02/index.html
http://www.cse.org/informed/taxes.html
http://www.brook.edu/comm/PolicyBriefs/Pb046/pb46.htm
http://cnnfn.cnn.com/news/specials/tax/
http://www.loc.gov/
http://thomas.loc.gov/

EDITOR'S NOTE:
tax cut plan
leadership ability
Congress
President George W. Bush

DAILY DESK

Health Desk: Doctor-Patient Time

1. Why is the doctor-patient relationship important? Why do many doctors feel they are spending less time with their patients? What is "managed care"? What does the new study reveal about the length of doctor-patient visits? In your opinion, what are the implications of the study's findings?

2. Why has practicing medicine become increasingly complex in recent years? Have students research the evolution of the medical profession during the 20th century. Instruct students to create a timeline that depicts significant changes in the practice of medicine, from house calls to managed care and the establishment of HMOs. After students share their findings, invite several doctors to speak to your class about the costs and challenges associated with running a medical practice.

including how managed care has impacted the delivery of medical services. Ask the speakers to address how these issues impact doctors, consumers, and the nature of the doctor-patient relationship.

LINKS:
http://www.nejm.org/
http://www.bartleby.com/65/ma/manag.html
http://www.medscape.com/
http://mentalhealth.about.com/library/archives/1199/blinternet1199.htm?rk=r1&terms=internet+doctor+

EDITOR'S NOTE:
medicine
HMO
doctor-patient relationship
managed care

WORLDVIEW

Top of the World: Foot-And-Mouth Disease

1. What is foot-and-mouth disease? What species of British livestock has been infected? How does the disease impact animals? Is it fatal? How are the British government and farmers dealing with the latest outbreak? How are these interventions impacting British farmers?

2. How serious is the threat of foot-and-mouth disease? Have students study the symptoms, modes of transmission, and global incidences of the disease. Then, divide your class into three groups to debate whether or not English livestock that have been infected or exposed to foot-and-mouth disease should be slaughtered. Have each group represent the perspectives of either livestock farmers, consumers, or animal rights activists. After the debate, ask students: What measures, other than slaughtering, might be taken to contain the disease?

LINKS:
http://www.cnn.com/2001/WORLD/europe/UK/02/26/animals.disease.02/index.html
http://www.cnn.com/2001/WORLD/europe/UK/02/21/foot.mouth/index.html

Around the World: U.N. World Climate

1. What were the key findings of the Intergovernmental Panel on Climate Change (IPCC) report? What are the implications of these findings? Where is the island of Kiribati located? Why is this island in jeopardy? Why is the "overall picture" of the world's environment gloomy?

2. How are humans affecting the world's climate system? What is global warming? What are greenhouse gasses? What is the correlation between global warming and greenhouse gasses? What was the purpose of the recent Hague conference? Why do you think conference participants failed to agree on cutting carbon emissions?

3. Why do nations strive to become more industrialized? What are the environmental liabilities associated with increasing industrialization? Why do economically developed nations produce the greatest percentage of global greenhouse gasses?

4. What is the Kyoto Protocol? Refer students to the websites listed below to learn more about this international initiative. Facilitate a class discussion about how ratification of the Kyoto Protocol would impact developed and undeveloped nations. Have students consider the potential benefits

and liabilities of the Kyoto Protocol. Then have students conduct a class debate or write position papers on whether economically developed countries should assume the bulk of responsibility for reducing greenhouse gas emissions.

5. Direct students to multimedia resources, including the websites listed below, to obtain information about the causes and effects of global warming. Have students develop a campaign to increase community awareness about this issue. Help your class brainstorm a list of campaign activities, such as writing newspaper editorials, creating informational posters, or conducting in-home inventories of products that contribute to global warming. Have students work individually or in groups to implement these activities.

   EXTENSION: According to a report by the U.S. Environmental Protection Agency, the "sea level along the U.S. coast is likely to be somewhat greater than the global average." Refer to the second and third websites to obtain a list of U.S. coastal communities. Divide your class into groups. Have each group research the background, geography and main industries of a U.S. coastal community. Direct each group to develop a presentation about how the rise in sea level would affect the environment, economy and culture of the coastal community and surrounding wetlands. After students share their findings, discuss what people can do to prevent this potential damage.

LINKS:
http://cnn.com/2001/WORLD/europe/02/19/emissions.world/index.html
http://www.gcrio.org/EPA/sealevel/chap9.txt
http://cnn.com/EARTH/9804/07/global.warming/index.html
http://www.enn.com/climate
http://environment.miningco.com/msubgcc.htm
http://environment.miningco.com/library/weekly/aa092898.htm

One World Habitat: Mongolian Snows

1. Locate Mongolia on a world map. What is happening to Mongolia's livestock? What factors, besides bad weather, have contributed to this problem? What is a nomadic herder? How will Mongolia's nomadic herders be impacted if their livestock die?

2. Why is the whole country of Mongolia at risk from this disaster? Inform students that Mongolia's economy is based on two sectors: livestock and minerals. Have students conduct research to learn more about Mongolia with an emphasis on its economy. Share student findings. Discuss how the failure of one of these sectors could impact the other, and ultimately the entire nation's economy.

3. Direct students to the last three links below to learn more about what the United Nations and the Red Cross are doing to address Mongolia's livestock crisis. After students share their findings, ask: What else might the international community do to help the people of Mongolia. Have students consider both short-term and long-term interventions.

LINKS:
http://cnn.com/2001/WORLD/asiapcf/02/08/weather.china.reut/index.html
http://www.emulateme.com/mongolia.htm
http://www.mol.mn/
http://www.un-mongolia.mn/
http://www.un-mongolia.mn/mongolia/
http://www.un.int/mongolia/

Artistry in Action: Russian Disabled Artists

1. What are the admission requirements for Russia's State Art Institute? What is the purpose of the institute? How have disabled people traditionally been regarded in Russia? Do you think Russia's State Art Institute will change Russians' perceptions of the disabled? Why or why not?

2. Why do you think disabled Russians were kept out of sight and relegated to menial factory work? How have the disabled traditionally been regarded in your country? Has this perception changed over the years? Why or why not? Do programs similar to Russia's State Art Institute exist in your country? Explain.

3. Do businesses in your community employ disabled people? Have students work in small groups to interview disabled individuals to assess some of their needs as workers. Then have each group conduct an informal assessment of a local place of business for issues of importance to the disabled, such as accessibility and employment opportunities. Have each group present a formal report of its findings, and suggest ways the business could attract more disabled employees.

LINKS:
http://www.independentliving.org/LibArt/ADR.html
http://home.comset.net/voi/english/indexen.htm
http://www.kidsource.com/kidsource/pages/dis.physical.html
http://www.interwork.sdsu.edu/wage_hour/empldis.html
http://www50.pcepd.gov/pcepd/

EDITOR'S NOTE:
foot-and-mouth disease
livestock
incineration
greenhouse gasses
global warming
Mongolia
disabled
Russia

NEWS CHRONICLE

Special Series: Black History Month: Leslie Uggams

1. Who is Leslie Uggams? How long has Ms. Uggams been a performer? What are some of Ms. Uggams' professional accomplishments? Where is the Apollo Theater located? Why is this theater historically significant? What are the Trumpet Awards? Why was Ms. Uggams chosen as a Trumpet Award Honoree?

2. What is racial discrimination? Why does it occur? How was Ms. Uggams discriminated against during the course of her career? What important lessons did Ms. Uggams learn from Ethel Waters and her mother? How did Ms. Uggams cope with racial discrimination?

3. To what extent do you think Ms. Uggams helped break down racial barriers? According to Ms. Uggams, because she was the first black woman on national TV, her actions "represented every black person on Earth." Why do you think people make these types of generalizations? Challenge students to identify other examples of this phenomenon, and discuss the responsibilities that are associated with being a high-profile minority.

4. Direct students to multimedia resources to investigate the role of African American actors and singers in the U.S. entertainment industry during the last century. Have groups of students prepare audio-visual presentations about African American performers that were popular during different decades. After the presentations, ask: How have opportunities changed for African American actors and singers since the Civil Rights Movement? Do you think race is still an issue in the American entertainment industry? Explain.

LINKS:
http://www.leslieuggams.com/

http://trumpetawards.com/
http://www.i5ive.com/article.cfm/african_americans/40682
http://blackhistory.eb.com/

EDITOR'S NOTE:
Leslie Uggams
Trumpet Award Honoree
Black History Month
racial discrimination
performer

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CNN NEWSROOM Guide

February 28, 2001

CNN NEWSROOM wants to hear your stories! How do you use the program in your classroom? What do your students enjoy most about the show? As a teacher, which part of the program works best in your class? Email us at heather.higgins@turner.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 00:30...01:15

Top Story ... 05:10...06:25
-President Bush presents his first budget to Congress.
-CNN's Bruce Morton looks at first U.S. presidential addresses through the years.

Top Story ... 02:10...08:35
President Bush makes education reform a top priority.

At Issue: Good News Club ... 02:05...10:40
A religious after-school program is barred from using a public school facility.

DAILY DESK ... 00:25...11:05

Business Desk ... 02:20...13:25
Experts advise a concrete plan of action before starting your own business.

WORLDVIEW ... 00:30...13:55

Sports Page: France Olympics ... 03:20...17:15
France campaigns for the 2008 Olympics.

Information Please ... 02:30...19:45
Commuting is a nightmare for New Delhi residents.

Inside Asia ... 03:30...23:15
The days of the Filipino Jeepney are numbered.

NEWS CHRONICLE ... 00:20...23:35

School Vouchers ... 03:40...27:15
High school students discuss the pros and cons of school vouchers.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Bush Budget

1. What was the topic of President Bush's speech last night? What are some of the key components of Mr. Bush's first budget? What is the dollar amount of the president's proposed budget?

2. What is Mr. Bush's tax-relief strategy? What are his philosophies about government expenditures and repayment of the national debt? How is the president able to offer substantial tax relief? With which aspects of Mr. Bush's budget proposal do Democrats disagree? Inform students that Senate Minority Leader Tom Daschle proposed that America's national surplus be divided into thirds to go towards tax cuts, reducing the debt, and spending priorities, such as education, health, and conservation programs. Have students stage a mock CNN "Inside Politics" show, in which they take turns discussing and debating Democratic and Republican views on how America's national surplus should be spent.

   To help students understand how tax cuts, government spending cuts, and cuts in corporate subsidies can affect them, check out the following CNNfyi.com activity at: http://fyi.cnn.com/2001/fyi/lesson.plans/02/27/bush.speech.da/index.html.

3. Why is the first address to a joint session of Congress usually considered the most important for a new president? Which past presidential addresses were cited in the video? To what extent did these presidents' addresses set the tone for their presidencies?

4. What was the tone of President Bush's address? What did you think of his speech? Direct students to multimedia news sources to learn what political pundits are saying about Mr. Bush's address. How was Mr. Bush's speech received by Congress and the American people? To what extent do you think Mr. Bush's speech will impact the future of his presidency? Do you think Mr. Bush will get all of his budget proposals through Congress? Why or why not?

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/27/bush.budget.02/index.html
http://www.cnn.com/2001/ALLPOLITICS/02/27/bush.budget.03/index.html
http://cnn.com/2001/ALLPOLITICS/02/21/bush.wrap/index.html
http://www.cnn.com/SPECIALS/2001/bush.chat/interactive/factoids/frameset.exclude.html
http://caselaw.lp.findlaw.com/data/constitution/article02/
http://www.cnn.com/CNN/Programs/inside.politics/index.html

Top Story: Bush On Education

1. Why do you think President Bush has made education reform a top priority? What are the main components of his education reform agenda? How would Mr. Bush's plan hold schools accountable for student performance? Why does he feel testing is necessary? Do you think the allocation of federal money to schools should be tied to academic performance? Discuss.

2. Based on Mr. Bush's education reform agenda, how would you describe his philosophy about the government's role in education? What do you think the federal government's role should be in education?

3. What problems exist in your school? What should be done to address these problems? Have students develop a questionnaire to assess how teachers, students and parents feel about the quality of education in your school. Instruct each student to have a teacher, a parent and a student each complete a questionnaire. Have students analyze their findings. How should these problems be

resolved? Who would be responsible for solving these problems? Would President Bush's education reform plan meet your school's needs? Discuss.

LINKS:
http://cnn.com/2001/ALLPOLITICS/02/26/laurabush.ap/index.html
http://www.edreform.com/
http://dmoz.org/Society/Issues/Education/Standardized_Testing/
http://www.ed.gov/

At Issue: Good News Club

1. What is the "Good News Club"? How many Good News Clubs exist throughout the U.S.? What are the similarities and differences among Good News Clubs, 4-H Clubs, and the Girl Scouts? Why has the Good News Club been barred from after-school meetings at Milford Central High School?

2. What is meant by the term "separation of church and state"? Why do some people feel that allowing the Good News Clubs access to public schools violates the separation of church and state? How do you feel about religious organizations using public school facilities?

3. Why is the Good News Club v. Milford Central School case before the U.S. Supreme Court? What are the ramifications of the Court's impending ruling? Divide your class into two groups to debate whether or not Good News Clubs should be allowed to use public school facilities. After the debate, direct students to the last two links below to learn how the Court has ruled on recent First Amendment cases. How do you think the Court will rule on this case?

LINKS:
http://www.cnn.com/2000/LAW/06/20/franken.moment/index.html
http://www.cnn.com/2000/LAW/06/19/scotus.schoolprayer.02/index.html
http://www.supremecourtus.gov/
http://supct.law.cornell.edu/supct/

EDITOR'S NOTE:
budget
education reform
Congress
tax-cut
surplus
Good News Club
separation of church and state
bipartisan

DAILY DESK

Business Desk: Your Own Business

1. Why did L.A. web designer Kalika Nacion leave her full-time job? What do experts advise budding entrepreneurs like Nacion to do when they start their ventures? What broad items should the plan cover? How should the plan address the issue of risk?

2. What professionals should an entrepreneur consult before getting his/her business off the ground? What is meant by the term "legal structure"? Why is an accountant vital to your business? What is cash flow? Why is figuring out cash flow an important task for an entrepreneur? In spite of all these challenges, why do you think some people choose to start their own businesses?

3. Tell students to pretend they are creating their own businesses. Divide the class into small groups. Direct each group to brainstorm a new business they think would survive (and thrive) in your

community. Next, have each group brainstorm the elements it would include in a business plan. Have groups consult business owners, managers, or consultants to get some specifics, and develop the plan as a basic outline. Have each group present its plan. After each plan is presented, assist the rest of the class in identifying the major pitfalls that business could face. Discuss ways to minimize the risks to each business.

LINKS:
http://www.enterprisecenter.net/open.html
http://pacific.bcentral.com/pacific/stories/1999/12/20/editorial2.html
http://www.boydrollins.com/businserv1.htm
http://www.analog-rf.com/busfail.shtml
http://www.ecommercetimes.com/news/articles/991112-5.shtml

EDITOR'S NOTE:
viable business
venture
strategic plan
risk
sole proprietorship
corporation
entrepreneurs

WORLDVIEW

Sports Page: France Olympics

1. Which five nations are finalists in the contest for the 2008 Summer Olympics? How does the International Olympic Committee determine which city will host the 2008 Olympics? When did the city of Paris, France last host the Olympics? Why is Paris considered a frontrunning city? What factor could work against the selection of Paris? Should Paris win the bid, what costs would taxpayers incur? Why do you think Paris officials want their city to host the 2008 Olympics?

2. Which city do your students think should be the site of the 2008 Olympics? Have students list the five cities that are finalists to host the 2008 Games. Divide the class into five groups, each representing one of these cities. Then have each group conduct research to learn more about its chosen city, including possible venue sites, transportation, housing for athletes and visitors, crime and security, climate, and international appeal. Have each group give a formal presentation to the rest of the class. Which city do students think is most likely to be selected? Why?

LINKS:
http://www.athens.olympic.org/en/
http://www.olympic.org/
http://www.fhw.org/projects/olympics/
http://www.olympiaka.com/history/summer/1896Athens/index.asp

Information Please: India Traffic

1. Of what country is New Delhi the capital? What is the status of traffic in this city? Why is New Delhi's traffic problem getting worse? How are local commuters being affected by the traffic and road conditions? How is the city's government dealing with its growing traffic problem? Why are some experts skeptical about whether the government's intervention will be effective?

2. Have groups of students research ways that other major cities around the world deal with traffic problems. The websites below should provide a good starting point for their research. After students present their findings, have them draw upon their research to conduct a mock city council meeting to discuss ways that New Delhi officials might:

1. Increase the effectiveness of public transportation system
2. Decrease traffic by integrating better traffic control principles
3. Stop the influx of cars into the city.

Have students use charts, graphs, and illustrations to support their presentations. Direct students to consider the economic, environmental and political consequences of the different recommendations.

LINKS:
http://www.delhimetrorail.com/mediafocus/nov99/0801.htm
http://www.railway-technology.com/projects/bangkok/index.html#bangkok7
http://www.epa.gov/OMSWWW/omshome.htm
http://www.cnn.com/WORLD/europe/sites.html
http://members.iinet.net.au/~conswa/gtimes/previous/aug97/aug97_1.html
http://www.3m.com/profile/community/html/comm_belgium_121097.html

Inside Asia: Jeepney

1. Where are the Philippines located? What are Jeepneys? Why are the days of the traditional Jeepney numbered? What new product is replacing the Jeepney? Why has Edgardo Sarao's Jeepney company shut down, while Virgilio Tolentino's Jeepney company is thriving?

2. Why do you think the Filipino government supports the development of the new Jeepney? What are the economic pros and cons of expanding the new Jeepney market?

3. What is "consumer preference"? How is consumer preference impacting the Filipino Jeepney market? Point out to students that consumer preference is driving the extinction of the traditional Jeepney. As a class, challenge students to identify other products and services that have become extinct as a result of consumer preference, such as black and white TVs and record players. What are the social and economic impact of these changes? Which of these extinct products have experienced a resurgence in recent years? Why? Could consumer preference dictate a return of the traditional Jeepney? Discuss.

LINKS:
http://dir.yahoo.com/Regional/Countries/Philippines/
http://d-mitchell.tamu.edu/jsantos/JEEPHIST.HTM
http://www.filipinoexpress.com/

EDITOR'S NOTE:
Olympics
Paris
New Delhi
traffic
Jeepney
consumer preference
Philipines

NEWS CHRONICLE

School Vouchers

1. What are school vouchers? How many American public school students would be affected if Mr. Bush's school voucher plan were enacted? What are the differences between public, charter, and private schools? Under a school voucher plan, who decides whether or not a student attends a specific school?

2. Why is President Bush's school voucher plan controversial? Have students summarize the

arguments for and against school vouchers. In your opinion, do school vouchers violate the Constitution's "separation of church and state"? Discuss.

3. Why have several state voucher initiatives failed in the past? Why do you think Democrats oppose school vouchers? Have students review the key components of Mr. Bush's education reform plan. Then ask: Do you think the school voucher issue will impact the president's ability to get his education proposals enacted into law? Explain. Instruct each student to assume the role of either a Democratic or Republican congressional representative, and write a letter to Mr. Bush advising him on whether he should keep, abandon, or modify his school voucher plan. Have students share their letters and discuss.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/02/26/congress.education.reut/index.html
http://www.cnn.com/2001/ALLPOLITICS/stories/01/23/school.vouchers/index.html
http://www.ij.org/cases/school/body.shtml
http://www.edweek.org/
http://www.house.gov/

EDITOR'S NOTE:
school voucher
separation of church and state
education reform

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